

COACH

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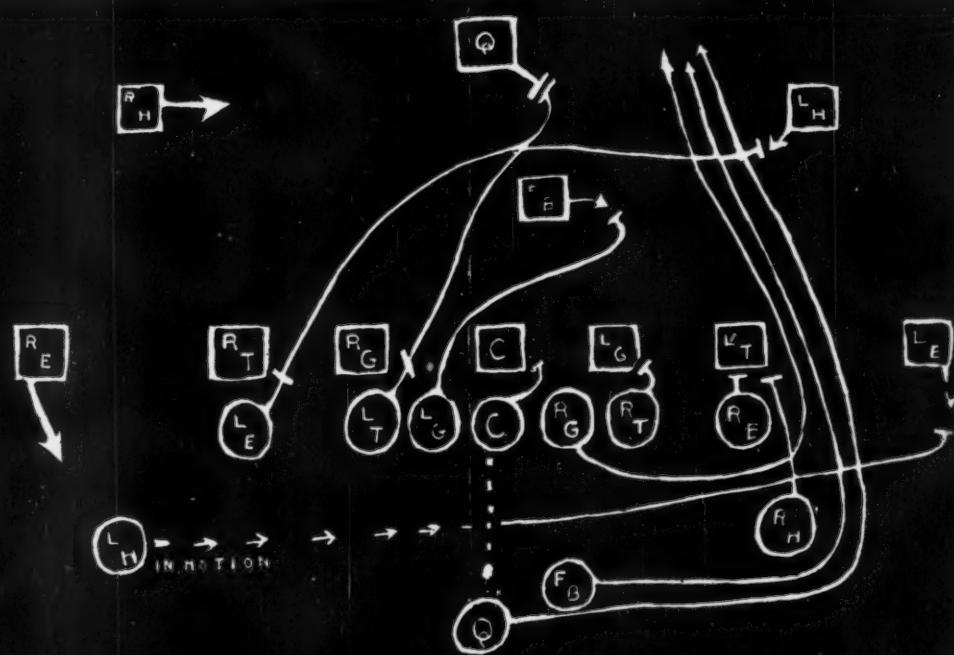
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NOVEMBER, 1932



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A publication devoted to the development of athletics-recreation-physical education in secondary schools.

Issued monthly nine times during the academic year (September through May) by Scholastic Corporation, M. R. Robinson, president. Publishers of *Scholastic*, national high school classroom magazine.

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Cover by Owen Reed

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VOLUME 2  
NUMBER 3

# SCHOLASTIC COACH

FOR THE COACHING AND PHYSICAL EDUCATION DEPARTMENTS

NOVEMBER  
1932

**T**HE time is at hand as we write this when politics are likely to become mixed up in most anything we do, and if we go to a football game we are not surprised to find the seat of honor occupied by "Fish-cake" Kelly, candidate for Congress, or one of the linesmen's sticks held by an ex-mayor who is staging a comeback.

If politics were a little more refined than they are we would have no objection to having them mixed with our sports, our religion, or anything we do. But, in their present condition, they are no fit playmate and we are glad that the election has come, precluding any designs the dear politicians may have had on our basketball games.

#### AN ESSENTIAL SPORT

**N**keeping with the spirit of the season we should like to call your attention to an article entitled "An Essential Sport" which M. E. Tracy, commentator on the world we live in, wrote recently for the Scripps-Howard newspapers. Mr. Tracy believes that the reason adult America is so easily swayed by oratory and so pliable to the will of self-seeking, machine-made politicians, is that as boys and girls our citizens were not inspired with and taught the right stuff. "In order to keep the schools out of politics, which I have always regarded as rather inconsistent with the democratic theory of government, we have taken politics out of the schools," Mr. Tracy says, and continues:

"We do not teach our young people to analyze and discuss present day issues. As a matter of fact, we are scared of the very idea. We virtually demand a non-partisan attitude on the part of teachers, superintendents and members of school boards.

"What does farm relief mean to the average high school student? What do our boys know about the Volstead act, except as they have gotten a tip here and there from street gossip or a bootlegger? What is their idea of taxation, even as affected by the cost of their own training? When the nation, the state, or even their own community gets into a snarl over some unexpected issue or proposition have they a background which enables them to discuss it, or hear it discussed, without hopeless confusion?

"It is not to be expected that a boy

or girl in the teens could play the part of a veteran politician, but they could be given enough insight into the tremendous drama to appreciate its fundamentals. Their capacity to understand teamwork and complicated

from the Tracy indictment? To Mr. Tracy and to you we would be glad to send a sample copy of this edifying publication upon receipt of nothing more than a request.

#### UNCENSORED

**T**HE collective instinct has captured us again. (We had not felt its hold since our postage-stamp days in Mansfield, Ohio.) We, a normal everyday person, are collecting abnormal football photographs, two of which you probably have seen by this time on this page. The idea was suggested by a recent book, *The Horror of It* (Brewer, Warren & Putnam), which tells and portrays with gruesome photographic detail the seamy side of war. Not that we believe that war has an un-seamy side.

Our aim in collecting these unusual or abnormal photographs from actual games is not to put the game of football on the spot, as the book does to war, or as the critics of football have been doing with their plea for sanity and balance in the school management of the game. No, for the moment we divest ourselves of the critic's robes, and become revealed as merely a collector of anything that strikes our fancy, especially our funny-bone. Herewith on this page are two of our latest acquisitions.

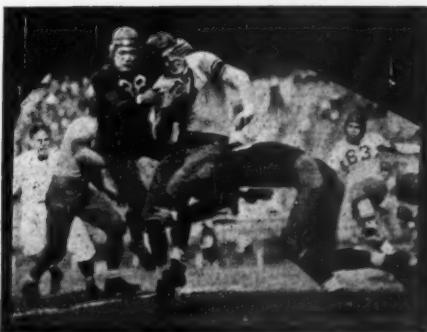
We especially like the upper one, in which No. 12 is being prematurely tackled. Have you ever felt quite helpless in a situation? Yes? Then you can appreciate the feelings of Mr. No. 12, hopeful receiver of a forward pass. The villain who is tackling him illegally is really guilty and no doubt about it. But his act may have been prompted by something besides impetuosity. He may be using strategy and malice and forethought—a manifestation of brainy football. And we shall tell you why we think this, even



rules is shown by the ease with which they catch on in sports. And politics is the greatest and most essential sport in this country."

#### WHEREIN WE ADVISE MR. TRACY

**W**e like Mr. Tracy's trend of thought so well that we dislike raising a little objection to it, but self-pride makes a mild dis-senter of us for the moment. What Mr. Tracy accuses our high schools of lacking may very well apply to some of the high schools, but there are 5,000 high schools in the United States that cannot be included in Mr. Tracy's indictment. And Mr. Tracy probably would have excepted them had he known what a man in his position ought to know: that there is a magazine called *Scholastic* going in bundles for distribution to students in 5,000 high schools, and enlightening these students on those very matters to which Mr. Tracy refers, and some others besides. Courageous, independent, progressive and genuinely social in its tone and content, *Scholastic* has for years been serving the more advanced high schools with contemporary material in the social sciences, literature, art and sport. Is your school among those that are exempt



though you already know. We want you to know that we know.

Say, for instance, that No. 12, about to receive a long pass, has a clear field ahead of him, 35 yards to the goal line. The player tackling him probably figured this way: "If this guy, No. 12, catches this pass as he runs toward it, he may get away before I can catch him. He is an under-ten-second man on the Stanford track team, and I know only too well that he can run faster than I. If I tackle him right here and now, illegally, the worst that can happen is a Stanford ball on this spot, which is 35 yards from our goal line . . . So here goes." And down comes Mr. No. 12.

But maybe it wasn't that way at all. But you can see what fun we have, not only in collecting the pictures, but in milling over them and building up stories around them. We waste an awful lot of time air-castling thus. And what does it get us?

Now in the other tackling photograph, there is more pathos and pain than humor. Again it is a Stanford man getting it in the neck. We can tell by his jersey, and by the fact that the friend of ours who took the picture lives in San Francisco where it is improper to photograph any football players except those of Stanford. But because Mr. Pop Warner and we used to work for the same paper in Pittsburgh it is all right for us to publish it.

#### BOUQUET

**N**a movie news reel the other day were some excellent shots of a soccer game in Russia between the official city team of Moscow and a team representing Turkey. Besides the wonderful skill that the players showed (especially the Turkish goalkeeper) what interested us was the brief ceremony that took place just before the kickoff. The Soviet captain came to the center of the field carrying a large bouquet of flowers, which he presented to the Turkish captain. In turn the Turkish captain presented a small flag of his country to the Soviet captain. It was all very nice.

#### BULLS

**S**PORTS of foreign countries interest us a great deal, and one of the things we would do if there was money in our bank, would be to travel and see what the peoples of other lands were interested in in the way of sport. We have a feeling that travelers, as a rule, pay little attention to this phase of the cultural life of the country they visit. The exception to this rule is bullfighting in Spain. Most Americans seem to know a few facts about bullfighting even though they have never seen a bullfight and declare emphatically that

they never will go to see one. But even the moral objectors, when they reach Spain in bullfighting season, have been known to go to a bullfight, and have been known to come away converted to the "inevitable tragedy," as Hemingway calls it.

Ernest Hemingway, as you probably have heard, has written a most fascinating critique on bullfighting, called *Death in the Afternoon* (Scribner). Just as it amazed Hemingway when he realized what an artist could do in giving death to a bull, it amazes us to see what an artist can do in treating bullfighting through literature.

Bullfighting is an inevitable tragedy because the bull, even though the matador fails to kill him within the allotted fifteen minutes, must be killed by law in the corrals, after the defeated matador has left the ring to the accompaniment of the hoots and jeers of the spectators. The law kills the bull because it is a known fact that once a bull has engaged in a fight he, if allowed to live for another fight, would be so experienced that the matador's chances of winning would be negligible. The Spanish do not want to see the matador gored or slain. The tragedy they want to see is the one involving the bull, and they want to see it brought about, through its three acts, with artistry and courage. Without the latter, of course, the former is impossible, although many bullfighters who are cowards make the motions of the real artist, but their effect on the critical spectator is no more satisfactory than would be the motions of a man before a canvas who painted nothing.

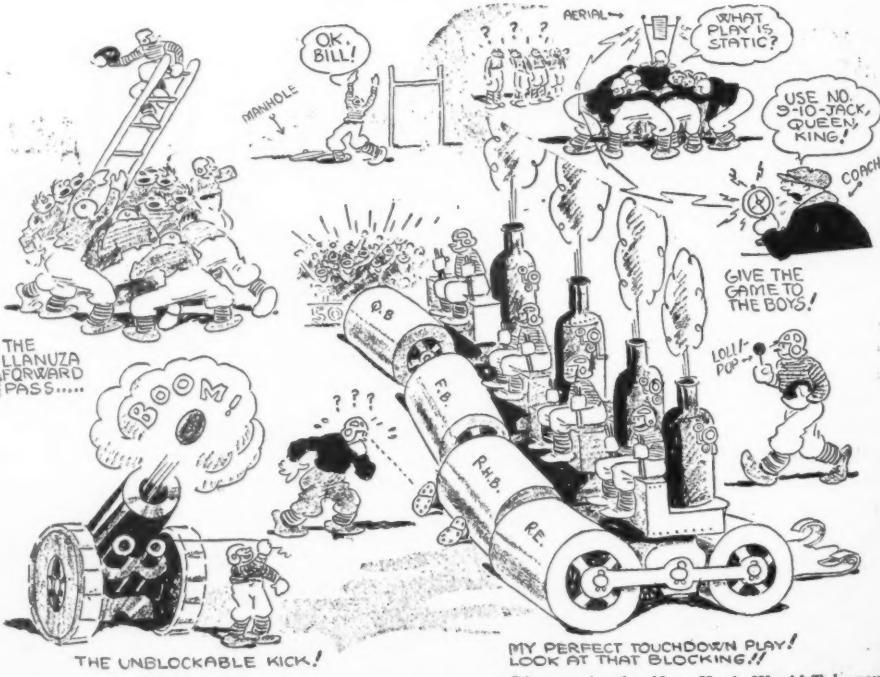
There is a place in the book where Hemingway, who knows American sport almost as well as he knows Spanish bullfighting, compares the American attitude toward defeat and death, with the Spanish. "We, in games," says Hemingway of Americans, "are not fascinated by death, its nearness and its avoidance. We are fascinated by victory and we replace the avoidance of death by the avoidance of defeat."

#### SUBSTITUTE FOR FOOTBALL

**W**HILE we welcome letters from readers, we do hope that no one will write in accusing us of wanting to substitute bullfighting for football in this country. Nor do we want any one to accuse us of holding the thought that bullfighting is physical education. We all know that it is nothing of the kind. Even the matadors themselves know it. The matador must never run, or even move suddenly as though unexpectedly, or even seem in a hurry. Asked how he got his exercise, one famous matador replied that he got none. The bull got it all, he said.

The October *Atlantic Monthly* has an article, "A Substitute for Football," by Henry S. Pritchett, which offers a solution to the problem of so-called overemphasis. "Trying to keep college football pure and undefiled, and at the same time make it pay large sums into the college treasury, is very much like the effort to enforce the Volstead Act—it runs counter to the qualities of human nature," observes Mr. Pritchett. Well, what has Mr. Pritchett to offer as a substitute? Horse racing. Yes, horse racing. You see, the article is all in fun.

#### THE LLANUZA SYSTEM OF FOOTBALL



Llanuza in the *New York World-Telegram*

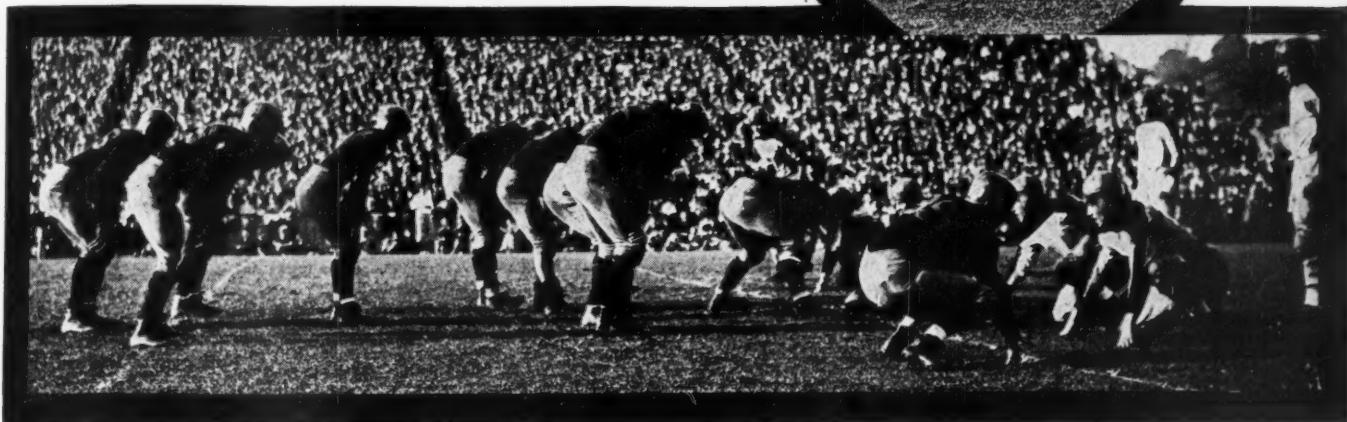
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## SHIFTERS

*The material below, culled from an article by Allison Danzig in the New York Times, is presented through the courtesy of the author and the newspaper.*

By ALLISON DANZIG

THE MINNESOTA SHIFT AT PRINCETON



**A**LTHOUGH the average football coach resents the imputation that the style of football he teaches is a copy of any other and insists at least that he has worked out his own modifications of the standard brands, there is no gainsaying that the trend of the attack is set pretty much at Palo Alto and South Bend.

The visit of Stanford to New York in 1928 and its crushing victory over Army caused a stampede in the adoption of the wing-back formation. The East went over wholesale to Warner football.

Fast, heavy blocking quarterbacks, such as Herb Fleishhacker, became as fashionable as the latest creation of Chanel, and wingbacks and ends went gleefully to work in concert on luckless tackles.

The mode for Rockne football, created four years earlier, became passe for the time being, though scores of Notre Dame graduates continued to teach the man-for-man block and the jump-shift from the famous model T formation.

Something of a reaction against Warnerism set in at the start of the 1931 season. It was found in the East that the type of material which is essential to the success of this formation and which is found in superabundance along the shores of the Pacific wasn't to be marshaled in sufficient numbers, with so many colleges to be fed by the preparatory schools. Besides, the Rockne system was getting results that could not be ignored.

Notre Dame was in the third year

of its winning streak, the Georgia bulldog under Harry Mehre was showing more of a bite than did the New Haven breed, Slip Madigan's St. Mary's team was taking liberties with the Pacific Coast powers, Purdue had won the Big Ten title under Jimmy Phelan in 1930 and Bernie Bierman, while not a Notre Dame graduate, was putting out almost unbeatable teams at Tulane with the Minnesota shift.

So the trend turned again, and who would follow but none other than Pop Warner himself, the man who had implacably exorcised the shift as an abomination to the game. When word came out of Palo Alto that the Stanford sachem was juking his A and B formations and selling out to the enemy it seemed incredible.

The skeptics were right, to a degree. Warner was not abandoning his wing-backs, but nevertheless, he was using a line and backfield shift, starting from a balanced formation and shifting his guards and ends into an unbalanced line, with the backs moving over in the same direction.

Last year Stanford used this shift against Dartmouth in the Harvard Stadium with deadly effect. What has been the result? This year Dartmouth is experimenting with it, or at least Jack Cannell has made an adaptation from it.

In addition to Dartmouth, other teams in the East which have become interested in the shift since the start of the 1931 season are Yale, Princeton, Navy and Rutgers. Navy and Rutgers are playing straight Notre Dame football.

Yale's attack looks so much like the South Bend variety that the layman could hardly distinguish between them, but there are differences. Some of Yale's plays are different, so are the assignments of the interfering linemen on reverses, and the count on the shift is not the same, the Yale backs taking three steps while at Notre Dame they take a hop and a jump.

Last year, Yale used two men on the tackle, which is distinctly at variance with the Notre Dame "go-to-town" system of man-for-man blocking. But this season, at least so it was observed in practice, the Yale end sometimes takes the defensive tackle alone, leaving the outside back to mop up the defensive end, while at other times the end goes through for a secondary, leaving the tackle to the back.

Fritz Crisler at Princeton is teaching the shift that he employed at Minnesota, which goes back to the late Harry Williams, its originator almost a quarter of a century ago.

The men come out of the huddle with the centre on the ball and the ends in a second wave. Behind them the other four linemen stand abreast, with the backs farther to the rear in T formation.

The linemen shift to the right or left into an unbalanced line for a single wing-back formation or into a balanced line for a short punt formation. With the line unbalanced, the backs shift into a tandem alignment, with the wing-back either outside a tight end or inside a split end.



## THE OVERHEAD AND OTHER

*Mr. Holman is now entering his fourteenth year as coach of basketball at the College of the City of New York. As a player he is known for the brilliance of his play and leadership as a member of the Original New York Celtics, the country's outstanding professional team of the past decade. The material on these two pages is from Mr. Holman's forthcoming book "Winning Basketball" which Scribners will issue next month.*

**T**HE most important fundamental of basketball is passing. It is true that baskets win ball games, but I strongly believe that if you can get players to pass as only the finished player can, the baskets will take care of themselves. Great thrills are gotten out of spectacular shots which at times may be the turning point in the game, but to the coach who has had real contact with the game a smart "ball handler" is far more desirable than a good shooter. The coach knows the value to a team of the smart and crafty passer whose judgment is sound and who has the ability to size up the field and make the pass correctly and to the right man, who wastes little motion and makes his passes true, who knows when to let it go and when to withhold the pass, whose deception and realistic acting aid him in completing his pass. The game of basketball is purely a passing game and the team composed of good ball handlers will be dangerous regardless of the fact that they may be weak in some other department of the game.

There are a variety of passes which every player ought to be able to use, depending on the situation before him. There is the one-hand overhead pass; two-hand chest pass; the bounce pass; the two-hand loop pass; the back bounce pass; the underhand flip in close quarters; the two hand side pass and the hook pass.

**T**HE ONE HAND OVERHEAD PASS is more of a snap pass which gets all its power from the wrists and forearm. It is used extensively by players who are called upon to feed fast cutting men where accuracy and speed are essential. Many players lose considerable time in making the so-called pitcher's wind-up which has no place on the basketball court. If the player in possession of the ball is in motion he cannot very well adjust the ball in his hand prior to its release. At that particular time anything counts as long as he is able to get the ball off to the runner. However, if the player in possession of the ball is standing still at the time, then, he should *adjust the ball immediately in his right hand with the assistance of*

*his left, placing his three middle fingers on the laces of the ball, and the other two equally and reasonably spread apart. This point has always aided me greatly in getting the ball off with greater accuracy and speed. Try making a pass across the floor with the fingers on the smooth top of a new ball and then try making the pass with the fingers on the laces and you will note the difference.*

I also call your attention to the tremendous value of the left hand in its complementary work of adjusting the ball. A player cannot get a pass off without first adjusting the ball in the palm of his hand with the left. Try laying up a shot underneath the basket without the assistance of the left hand prior to its release and notice the lack of control. Try going off on the start of the dribble without the help of the left hand. It can be done but good players realize its value and seldom dribble, pass or shoot a lay-up shot without the assistance of the left hand.

One of the important requirements of a good passer is the ability to catch the ball and get it away quickly to a runner cutting for the basket. The one hand overhead pass is most frequently used in this connection. The photographs caught with a motion picture camera illustrate the correct method of making this all-important pass.

In No. 1 the player has his eyes fixed on the ball and is placing him-



This is not a signal that Holman is giving. It is his peculiar way of absorbing bodily contact in close scrimmages. The hands and arms thus crossed close to the body make excellent shock absorbers, and any one who has seen Holman play will recall how characteristic this picture is of him in situations where the going is rough.

# PASSES

self in readiness to receive the pass. Note the spread fingers, palms cupped and the body in line with the pass. The player has already made up his mind where he wants to make the pass for his body is slightly twisted at the hips and his left heel has been raised. Every muscle in the arms and legs is rigid.

In No. 2 the ball has been caught and the player immediately feels for the leather lace. Note one of his fingers already touching the lace. Note the position of the ball.

In No. 3 the player is adjusting his fingers to the ball and the ball is being brought into position for the pass before the passer's feet have touched the ground. Thus no time is lost for the adjustment of the ball and the position for the pass.

In figures No. 4-5-6 the passer's feet are still off the ground. The ball has been brought back of the head and the passer is in the process of adjusting his fingers to the lace. The eyes are riveted on the player cutting for the basket. Observe the left hand aiding in adjusting the ball.

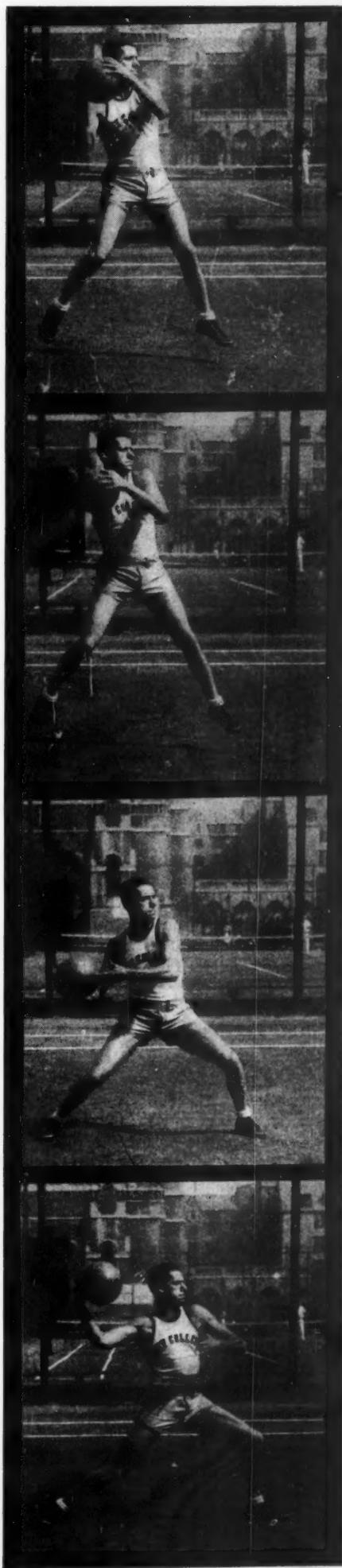
In No. 7 the ball is finally brought back and the left hand releases itself. The feet are firmly planted and comfortably spread. Note that the left knee now is bent. The upper part of the body leans backward temporarily, ready to go forward with the pass.

In No. 8 the ball is seen brought backward and upward for the final release. Note the highest point to which the ball is brought before the pass and also that the weight is being transferred to the left foot. Note the rigidity of the arms and legs showing the power being put behind the pass.

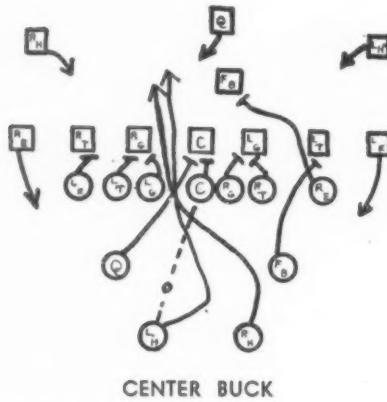
With regard to passing in general the following points should be observed at all times: (1) Always keep in mind the importance of calculating the distance between the defensive man and your team-mate and determining in advance if the pass can safely be made without being intercepted. (2) Again, if your mate is moving across the court with his back to you, wait until he straightens up and turns rather than make the pass and strike him in the back. (3) Try and make all your one-hand passes of the snap type thrown in an overhead manner rather than the sidearm sweep. The overhead pass will give you greater accuracy and is much easier to handle on the receiving end. (4) Remember the importance of the bounce pass. Use it whenever you can, especially if you are throwing to stationary men

By NAT HOLMAN

ahead of you. (5) If you are set to make a pass to a team-mate who is manoeuvering underneath the basket, throw your ball slightly to his right or left as the set up may demand and have him go toward it. Most players throw right at the man. That is very bad at times because the pass under such circumstances is likely to be intercepted. The same discretionary type of pass should be used when throwing to the pivot man (free-throw lane pivot play) if he is being crowded by an opponent. (6) Learn to withhold your pass in feeding one of your players, especially if he is "working" on his man on the side of the court. Usually, the offensive player will come out at a fairly slow jog and pull a sharp reverse on his man and then cut for the basket. If you know the style of your team-mates you can be of great value to them by using just such strategy. (7) Do not pass your ball too hard when running in close quarters. The speed of the pass depends entirely on the distance between the two men involved. It is good basketball to deliberately pass up a fellow mate who is very close to you even though he may call for a pass. The same holds true if a player calls at the top of his voice for a pass on a cut in for the basket with his opponent close to his shoulders. (8) Remember the importance of throwing a pass ahead of the runner on all occasions. (9) If you are playing a clever defensive man who has knocked down a number of your passes, lose little time in changing to another type of pass. If you have been using the overhead pass, change to the bounce pass or hook pass. (10) In the same vein, recognize the danger of making overhead passes across the floor especially in front of your opponents' basket. The short pass is the safest pass and also the prettiest pass in basketball. (11) In making passes to stationary men at different spots on the floor, make them *waist high*. But all passes made to men cutting in for a lay-up shot should be thrown ahead of the runner and about *shoulder high*. Try a high loop pass occasionally which will fall short directly in front of your own basket, especially if you have a big man playing a little man underneath the basket. This type of pass can be an effective instrument if thrown properly. (12) It is also smart basketball to point just where you would like to have a pass thrown, especially if your opponent has his back to the ball. You need not broadcast it by shouting. The pointed finger will do the trick.



## THREE PLAYS TAKEN FROM LIFE



**T**HIS play by Coach E. L. Moore of Lindblom High School, Chicago, resulted in a touchdown, with Left-halfback Francis going over the goal from Hyde Park's 8-yard line, in the game played October 8.

Power is the essential motive of this play and the guards and tackles are most responsible for it. The left guard and left tackle together drive out the defensive right guard, while the right guard and right tackle do the same with the defensive left guard. The opposing center is taken out by the offensive center and the quarterback.

The right end cuts in and blocks the defensive fullback out of the play before he can rush in and smear the ball carrier. Whether or not the end gets through to block the defensive fullback depends on the ability of his own fullback to block out the defensive left tackle. The left end's duty is to hold the opposing right tackle until the play has gone past him.

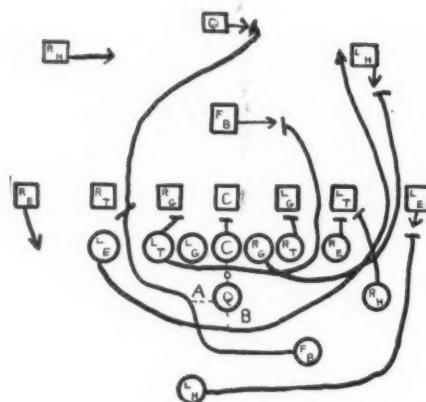
Both the left and right offensive halfbacks start toward right tackle when the ball is snapped, but suddenly change their direction and slip through between center and left guard. This start to the right is necessary so that the ball carrier can see whether the hole is larger to the right or to the left of the center.

No provision is made for taking out the secondary defense because the play is used usually to gain only a few yards. If the runner does break away, however, the interference forms with the right halfback leading the way.

### THESE NEVER WOULD BE MISSED

The athlete who talks into the microphone or movie-phone immediately after his victory.

The enthusiast for one game who says he cannot possibly understand what you see in the game you like.



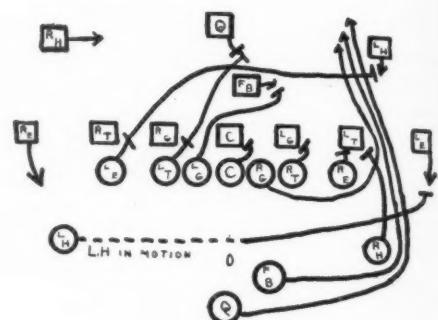
**C**OACH DON SEATON of Senn High School, Chicago, saw his team function almost to perfection on this left-end-around play on which Left-end Skognund carried the ball from his own 40-yard line to the Schurz High School 25-yard line. Game played October 8.

A fake is used to mix up the sequence. It starts with the quarterback taking the ball from center. As the ball is snapped the fullback dashes past the quarterback who fakes a pass at A. While the defense is concentrating on the fullback going through, the left end tears around behind the quarterback who has his back to the line of scrimmage. The left end takes the ball at B, shooting off tackle to the right.

Good blocking is essential in this play. The fullback, after faking through must hold the defensive right tackle and if possible continue through to block the quarterback. The left tackle must hold out the opposing guard so that the left guard is free to run interference for the ball carrier. The center must block the opposite pivot man by himself.

Both the right tackle and the right end are responsible for making the hole, the former driving in the opposing guard and the latter the defensive tackle. This leaves the right guard free to pull out and crack the defensive end, continuing on to hit the left halfback if the offensive left halfback can hold the end by himself. The right halfback assists the right end in driving the opposing tackle, while the quarterback after passing the ball, protects the end carrying the ball from being pulled down in the rear.

The coach who talks of the spiritual values of football as though such values were to be found nowhere else, not even in church.



**O**N this play by Coach George Ring of Austin High School, Quarterback Lombardi sliced off tackle for 27 yards, advancing the ball from his own 36-yard line to the McKinley High School 37-yard line, October 8.

Most important to the success of this play is a left halfback who can keep the opposing left end from breaking it up. The left half is in motion backward before the ball is snapped and it is his duty to block the end. The ball is snapped a brief second after the left halfback has crossed in front of the quarterback.

This play puts a maximum of effort on the linemen. The left end must temporarily stop the defensive tackle and continue on to block the opposing left halfback, while the left tackle must do the same to the defensive right guard and knock out the opposing quarterback.

The left guard must hit the defensive fullback, a task which depends a great deal on the center holding out the opposing center. The right tackle also has a difficult assignment because he must take care of the defensive left guard in order to allow the offensive right guard to pull out and run interference.

Both the right end and the right halfback hit the defensive left tackle because it is extremely necessary that he be removed from the play. The defensive right end and right halfback, unless extraordinarily fast, are out of the action from the start and should cause no trouble. The ball carrier runs straight to the right, cuts sharply and follows his interference off tackle.

### ENORMOUS EFFORT

The word "amateur" for us has a derisive connotation except in certain realms of sport, where, however, the enormous effort to define it simply betrays the general attitude.—From an editorial in the *New York Herald-Tribune*.

# FIELD TACTICS & GENERALSHIP

By DICK HANLEY

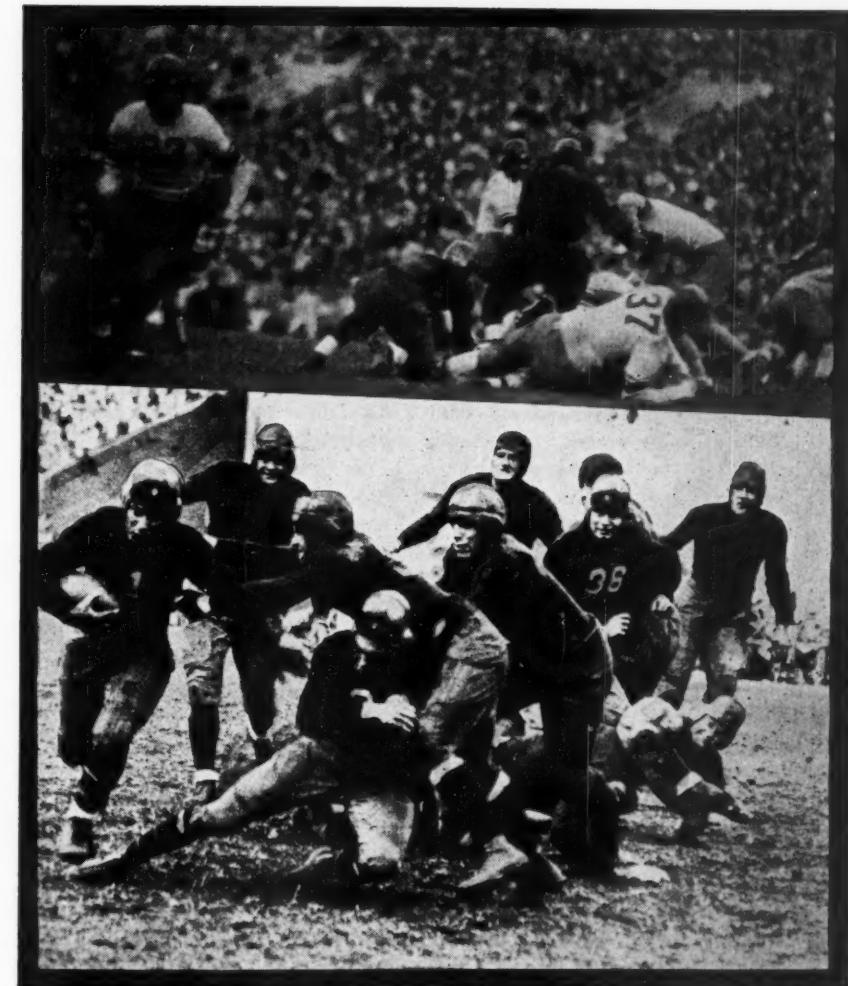
HAVE often been asked what I believe is the most important single factor in the winning or losing of football games, and I invariably have answered that the character and quantity of the material which is at the disposal of the coach is the determining factor.

Of course there are many other factors which contribute to the success of a football team. Regardless of how good the material may be, if a coach attempts too ambitious a schedule he must expect reverses. Then too, the all-around ability of the coach and the feeling existing between the players and the coach contribute in no little degree towards the success of the team. But in nearly every instance I would say that material is the most important single factor upon which the success of any football squad depends. A great coach can make a creditable showing with average material but regardless of the coach's ability he cannot develop a superior team with inferior material.

In discussing material I very much like to think of it not only in terms of the physical but also in terms of the mental ability of the squad. At the present time nearly every squad is drilled in about the same fashion in the fundamentals of football and upon the perfect execution of these fundamentals depends the chances for success of that particular team. Once a team tackles well, blocks well and becomes expert at handling the ball it has obtained a fine start on the way to a successful season. How far they go depends largely upon the type of direction received. Consequently, I always consider that field tactics and generalship are just as essential fundamentals for my squad as blocking and tackling. Every good team I have ever looked at was proficient in blocking and tackling, yet I have observed numerous teams well developed in these two departments lose to teams of the same potential strength because of mistakes and lack of capable leadership. Good generalship, in most cases, is the determining factor between mediocre and brilliant teams.

## SQUAD INTELLIGENCE

Much has been written upon this subject of field generalship, and, in most instances, these articles deal with the handling of the team and the development of one man, namely, the quarterback. I have the feeling that this is putting the cart before the horse. Before a quarterback can expect to accomplish a great deal his entire team must be smartly coached and have the ability to see situations



<sup>1</sup>THE STRENGTH OF ANY PLAY DEPENDS ON WHEN IT IS USED . . .

as they occur and know how best to take advantage of them. A quarterback may be a brilliant leader and a fine tactician but unless his team possesses enough imagination to appreciate this fact he is woefully handicapped. Even though they may follow his direction and respect his qualifications for leadership, if they do not understand the rudiments of football tactics they can only be great offensively. Since a football team's success must be gained along defensive lines as well as those of offense, I believe that the entire squad can be coached in such fashion that they will be just as outstanding on defense as on offense.

If my squad understands what we are pleased to call the tactical situation, and by that we mean if they know the down, the distance, the amount of yardage the opponent has to make, how the opponent has reacted under similar conditions in previous games, etc., then they can take advantage of this information and can employ the defensive formation in such

fashion as to nullify the opponents' efforts to gain. If the situation calls for a forward pass and my team realizes this and knows how best to meet this situation, they have more than an equal chance to stop this forward pass.

If our opponent has waited until the fourth down to kick, deep in his own territory, and my team has been prepared to mass themselves in such fashion that they may have a great chance to block the kick, they are merely taking advantage of their opponents' lack of capable direction.

If, on offense, my squad understands that they have certain strong plays that they must develop and make our opponents shift to get them and then our quarterback calls a check on that particular play, the very fact that the entire squad understands this particular brand of strategy insures the chance for success.

The point that I am trying to make is that before my quarterback can capably lead a team he must have a team that not only is willing to be led but which also has made considerable

(Continued on page 24)

<sup>1</sup>Two great quarterbacks running with the ball: Campbell of Stanford (upper) and Benny Friedman.

# IN FAVOR OF THE TWO-COURT GIRLS' GAME

By ALICE W. FRYMIR



either three or two divisions, depending on the size of the floor.

The official size of the floor designated for the three division court is 90 feet in length for college players and 70 feet for high school players. It is recommended in the rules that when the playing area is 70 feet or less in length the court be divided into two equal parts for college players. The two-division game is recommended for high school girls when the court is 60 feet or less in length.

In the two fall games, soccer and hockey, played by girls and women, the maximum length of the field is 100 yards, 300 feet. Of course most of the fields used by high school players are smaller—probably around 180 to 240

In 1899 a committee of women was appointed to draw up a set of basketball rules modified from the men's rules and adaptable for use by girls and women. One of the chief modifications was the division of the court into three equal parts to lessen the tax on the individual players. In later rules a change was made to allow the division of the court into

feet. Any one who has played the half-back position in either of these games knows the amount of running necessary to be one moment on the offense and the next on the defense. On a field 240 feet long the forwards travel back and forth over a distance of about 120-140 feet, the halfbacks a distance of about 180 feet and the fullbacks about 90 feet. In comparing distances the player of soccer or hockey has anywhere from three to six times more area to cover than a basketball player.

It is a recognized fact that basketball is the most strenuous game because of the constant impact of the feet on the hard floor and because of the sudden stops and starts to elude the defense. In the three-division court the space available for running in the respective areas is so limited that an increased amount of sudden stops and changes of direction are necessary to avoid line violations. I believe that the longer playing area would be less fatiguing than the shorter space. This gives the basis for my first contention that the two-division court should be used by girls.

The "hands off" policy in guarding was one of the early modifications made of the men's rules to adapt the game for women. It was thought that the general roughness and ensuing body contact would thus be eliminated and make the game safer for the girl. All who have had anything to do with the girls' game realize that the defense and offense could never be equalized under the old horizontal guarding rule and three-division court arrangement. The segregation of the players made it necessary to use a player-to-player defense at all stages of the game. The constant following of the opponent as is usually the tactics of the defensive player in the player-to-player defense is most wearing.

The two-court game opens up the possibility of a set team formation of defense which is impossible on a three-division court. The set team formation or five-player defense is fundamentally sound, because five players set in united defense will accomplish more than five players scattered over the playing area. This set type of defense affords the opportunity to equalize the defensive playing with the attack. This theory supports my contention that the two-division court should be used by girls.

Forwards seem to have the misconception idea that their main responsibility is to score and more often than

not the defensive work of the forwards is neglected. Especially is this true of the forward players in the three-division court. They seem to feel that if the ball leaves their territory it is the duty of the centers and guards to restore the ball to them. In the set defense the forwards share the responsibility of keeping the ball in the scoring area, thus equalizing the work of the entire team in the defensive element of the game.

There is no better way to eliminate one cause of fatigue than by the use of a set defense. It eliminates much useless running about as the ball is not dangerous in the opposing guard's hands—but only if it gets through. In other words the set or five-player defense is based entirely on interception.

Diagram I shows the placement positions for the defense when the ball has been secured by the offensive guards either in bounds, or by an out-of-bounds decision. The lines indicate the area of the field each should cover for interception. Defensive player number 6 should be able to recover any long arched passes thrown over the intervening defensive players.

The forward players should be wary and not allow themselves to be drawn out for interception before the ball has been advanced into their respective recovery areas except when the forward knows an opposing guard is not at hand to receive the pass attempted.

To be effective at all the reaction  
(Concluded on page 32)

DIAGRAM II

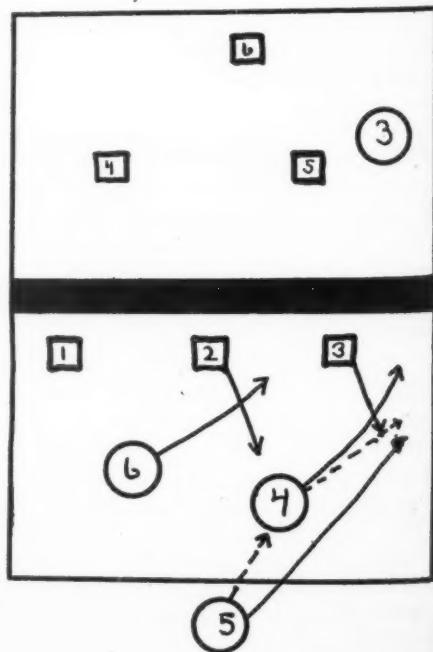
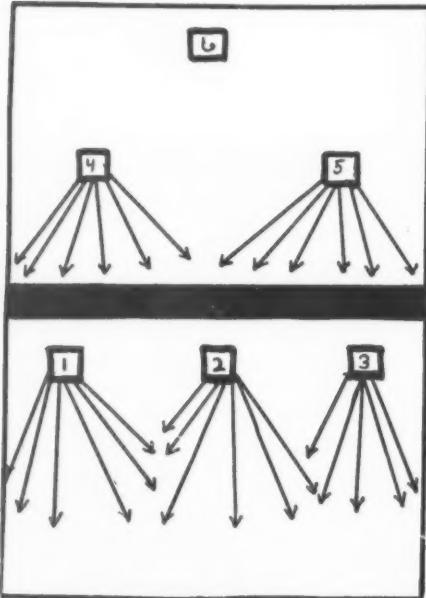


DIAGRAM I





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weight regulation basketball shoe on  
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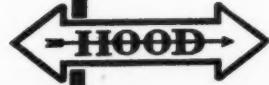
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# FOOTBALL

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## CANADIAN FOOTBALL

By H. H. ROXBOROUGH

**W**HEN a visitor from your United States comes to Canada he usually is greatly surprised to find that the brand of rugby football that we play in the Dominion has much in common with the rugby game as it has been developed by the schools and colleges in the States.

I have observed that the visitor from the States usually expects to see us playing football in more of its original form, with no tackling, no line of scrimmage, and the English scrum preserved.

The visitor to our game would see the Canadian players in uniforms not much different than the uniforms worn by players in the States; he would see plenty of tackling, and considerable of the so-called lateral passing, for the Canadian ball-carrier, denied the benefit of running interference in the open, will toss the ball sideways or backwards to one of his teammates as he (the ball-carrier), finds that his teammate has the better chance for a longer run.

Since the ball-carrier is not allowed to have running interference preceding him, his teammates of the backfield (there are five members of the Canadian backfield) manoeuvre themselves for openings to receive passes. So, the lateral passing while on the run is one of the distinguishing features of the Canadian game, and a feature, I understand, which the United States coaches try to incorporate into their play, although they are usually pretty reluctant to incorporate it to any great extent, even though the United States rules allow, just as do the Canadian rules, lateral and backward passing at any time while the ball is "alive" and legally in the possession of a player.

### ALL CARRY THE BALL

Every player on the team in the Canadian game is trained to be a ball-carrier, and each gets his share of this more pleasurable part of the play.

In its infancy, Canadian rugby bore a close family resemblance to English rugger. It used three-man scrimmages, and the opposing trios were pushing, swinging and endeavoring to prevent the ball being put into play, after the fashion of the Old Country scrums.

Another similarity was prevalent after a ball had gone out of bounds, for the non-offending team was given the doubtful privilege of throwing the ball in on a straight line, into the rival rows of upstretched hands. Yardsticks, too, were unknown and once a team

secured possession of the ball, they just clutched the pigskin "till it squealed for release" or until a fumble or a forced kick resulted in change of possession.

The game at that time was closely contested; indeed, so "closely" that the public clamored for at least an occasional look at the ball. The fans shouted for open play, more skill and less brute strength, more speed and less bulk. So, the revolving three-man scrimmage was replaced by a single centre-man to be called "snap"; the body-checking, time-killing throw-in was discarded, and the ball was carried in fifteen yards from the sidelines and given to the team that had not been responsible for the ball going out of bounds. The rule encouraging the bulldog idea of what-we-have-held was removed and the yard system compelling progress on downs was introduced.

### THE FORWARD PASS ADOPTED

Even then, the rugby fans were not completely satisfied and a demand for more variety in attacks and for still more open play, increased with the passing years. The rugby rule-makers believed that the United States forward pass would meet the requirements and so, in 1929, a modified pass, one that could not be used or completed within twenty-five yards of the defending team's goal line, was permitted.

This was first tried with junior teams and the experiment attracted such favorable interest that, in 1931, a new rule was accepted and the pass is now legal in all Canadian rugby.

For the current season the forward-pass rule has been changed so as to eliminate the 25-yard-line restriction, and make the forward pass the same as it is in the United States.

Rugby is thus wandering away from the influence of English rugger and drawing closer to United States football. The measurements of the ball, the details of the goal posts, the time of play, the division into four periods, the reversing of goals, and most of the offences and penalties are identical.

Nevertheless, there are other minor differences and they are quite contrasting. The Canadian playing field, for instance, is thirty feet longer from goal line to goal line, thirty-five feet wider and has an additional seventy-five feet beyond each goal line. Furthermore, the Canadian goal posts are

(Concluded on page 23).

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*Head Coach, Bucknell University*

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## A PLAN FOR COACHING BASKETBALL

By WILLIAM R. WOOD

*Mr. Wood is basketball coach at Wakefield, Mich., High School.*

"**S**IMPLICITY for Success" might well be the motto for high school basketball coaches. Boys of average high school age cannot be expected to learn four or five intricate offenses, and perhaps as many defenses, in a season of four months or less and do much with any one. Yet, I have seen many high school teams attempt just that thing.

I have seen basketball teams with twelve or more tip-off plays which worked well enough when the floor was empty of opponents; eight or ten out-of-bounds plays with all players taking turns at throwing the ball in on the same plays with the result that none of them were ever successful either in practice or game; a score of floor plays requiring a half-dozen different formations; and a defense so versatile that one man would be playing a zone, another a shifting-ball, while other teammates were defending man-to-man and the opponents were piling up a comfortable score.

A good basketball coach may get his ideas from many sources but the ones he uses are organized into a harmonious system adapted to the players he has available. Each man will have a definite position and assignment on tip-off, out-of-bounds, and floor plays but all of the positions and assignments for any individual player will be similar and related. For example: in the tip-off play in Diagram I, in the out-of-bounds play in Diagram II, and in the floor play in Diagram III you may see at a glance that B and E do approximately the same things each time. E blocks twice for C and once for D. He is always in a position to shoot from near the center of the floor. B always breaks to the free-throw line where in two cases he receives a pass from A and in the third from C. Once the pass is returned to C coming in from the left, once to C coming in from the right, and once to D coming in from the left. It will be noticed that in all three cases B has at least five choices. There are ordinarily four men in a position to receive a pass. B may be open for a shot himself. It will be seen that A, C, and D have only two different assignments for the three plays. C, the center, of course, has the most difficult job. Usually, however, his physical qualifications are superior to those of other members of the team. Then too, if the usual man-for-man defense is used, his position is the most difficult one for an

opponent to guard which is another factor in his favor.

None of the plays will work unless each player performs his assignment in almost perfect timing with the other four. To do this well for any one play requires an infinite amount of patience, study, and drill by coach and players alike. Be direct. Be simple. Make every explanation and every play so clear that the dumbest boy you know can understand it perfectly. Teach only a few things—one at a time. Be thorough. Teach only a few simple things so that you can be thorough. Remember that any play is only as good as its timing.

### COACH'S IDEAL

Teach a boy one position first—as well as he is able to learn it. Then, if there is any urgent need of it, teach him another—as well as he is able to learn it. It would be wonderful to have five good players who could play perfectly each of the five offensive and defensive positions. That is the high school coach's ideal. The coach may sigh, and hope, and pray, but he will never attain that happy perfection. Perhaps it is just as well. If he did reach it, he would not be satisfied. He would want two teams that could do everything perfectly! Then too, he might meet defeat, for in basketball it is possible for anything to happen, even the defeat of the perfect team. One might imagine a professional team composed of individual stars who after years of practice together were able to play all positions equally well, but high school players who have only played together for one or two seasons are not the material for the perfect team. Now I believe it is a good thing in the preliminary work, and occasionally during the regular season, to take the plays apart and practice them in sections giving all of the men a few minutes' work in all positions. This tends to acquaint the players with the difficulties involved in the other fellow's job which always looks so much easier. Ordinarily, however, no attempt should be made to have a player master more than one position.

After a certain point boys when taught something new are apt to forget the old. Every coach is familiar with the type of player who after practicing a new play or fundamentals drill for a few minutes discovers so many variations of it that he completely forgets the original.

Usually, in drill against opposition, it will be found necessary for the players to have an alternative since the scrubs always learn to stop any one play much faster than the regulars

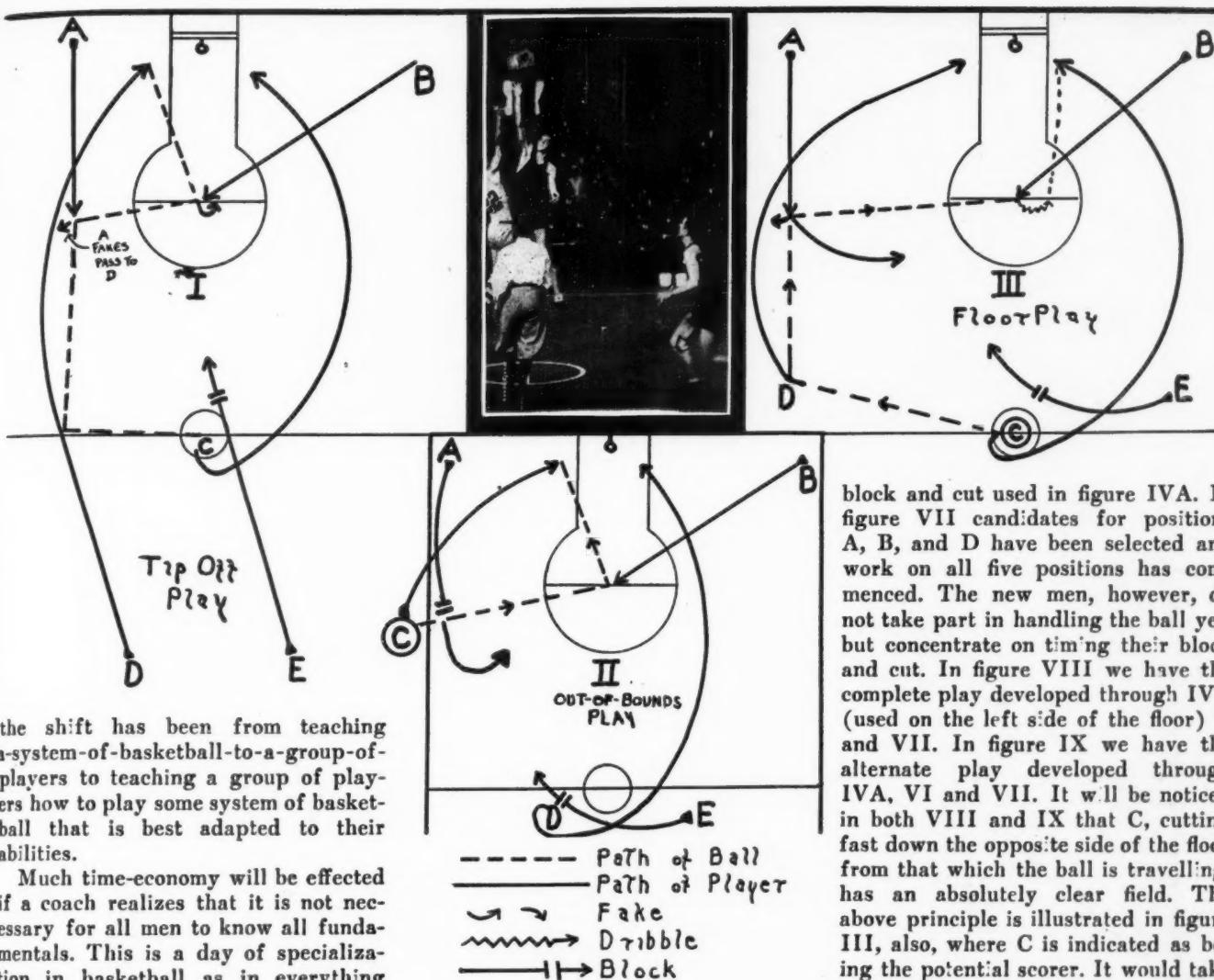
learn to work it. Later in the season other variations will present themselves to the players, possibly at the suggestion of the coach who has arranged a floor situation which requires a variation of the regular play.

The best learning situation exists when the players suggest the variation. Here again, however, it is important to keep the variations for any given play at the lowest practicable number and to make the variations for all plays as similar as possible. In other words reduce all play fundamentals to a correlated minimum. When this has been done, when each man has become acquainted with his job in relation to the jobs of his teammates, then drill on the "fewest practicable number" of things until the highest possible degree of coordination, rhythm, precision in timing, and perfection in execution is reached.

Too much time has been wasted by the average basketball coach in the old-type teaching of fundamentals, long hours of drill on passing, pivoting, etc. Quite often the first month of practice has been given over to endless drill on all of the different kinds of passing, shooting, pivoting, faking, and dribbling. The first hour or more of almost every subsequent practice session throughout the season has often been taken up with the same thing. I have no idea why it has been thought necessary to teach a player all of the types of shots known to basketball when he will never use more than two or three to any advantage. In the places where he-might-score-if-he-knew-how to make some fancy shot he had better hang on to the ball until he can pass it to someone in a better position to shoot.

### THE PLAYER'S THE THING

It would seem that the average coach has spent too much time devising clever plays, intricate systems of offense and defense, while he has forgotten the player, the all-important thing. A wide knowledge of the learning processes necessary to the making of the correct neuro-physical and mental adjustments in basketball playing by the individuals under his direction is essential for any successful coach today. I do not mean to say that good teams have not been turned out in the past, or will not continue to be turned out in the future, without such conscious knowledge on the part of the coach, for they have been and will be—not because of such lack of knowledge, but in spite of it. As the shift in emphasis in education has been from the teaching of subject-matter to the teaching of pupils, so in basketball



the shift has been from teaching a system-of-basketball-to-a-group-of-players to teaching a group of players how to play some system of basketball that is best adapted to their abilities.

Much time-economy will be effected if a coach realizes that it is not necessary for all men to know all fundamentals. This is a day of specialization in basketball as in everything else. If you are going to use Pete Watto as a guard, there is no reason why he should have to learn all of the special offensive maneuvers that a forward must know.

The objective in basketball is not the perfect performance of fundamentals but the successful execution of a play that will result in a score. Any fundamental is important only in the direct and special relation it bears to the play which when correctly performed ends in a score. In the primary room where the objective is to teach the pup'l to read, we do not commence by having him memorize the alphabet as of yore, but by teaching him groups of words, complete sentences. He learns to read by reading simple, but whole, statements. He is taught only the things necessary for the mastery of the fundamental process of reading; and he learns the alphabet incidentally. But you and I did not. As a result of the newer method of teaching the pupil of today learns to read in a much shorter time with much greater facility, rapidity, and comprehension. Do not teach "this is a pivot. It is one of several different kinds. Here is how to make it," but teach "in order to make this play successfully carry us through our opponents' de-

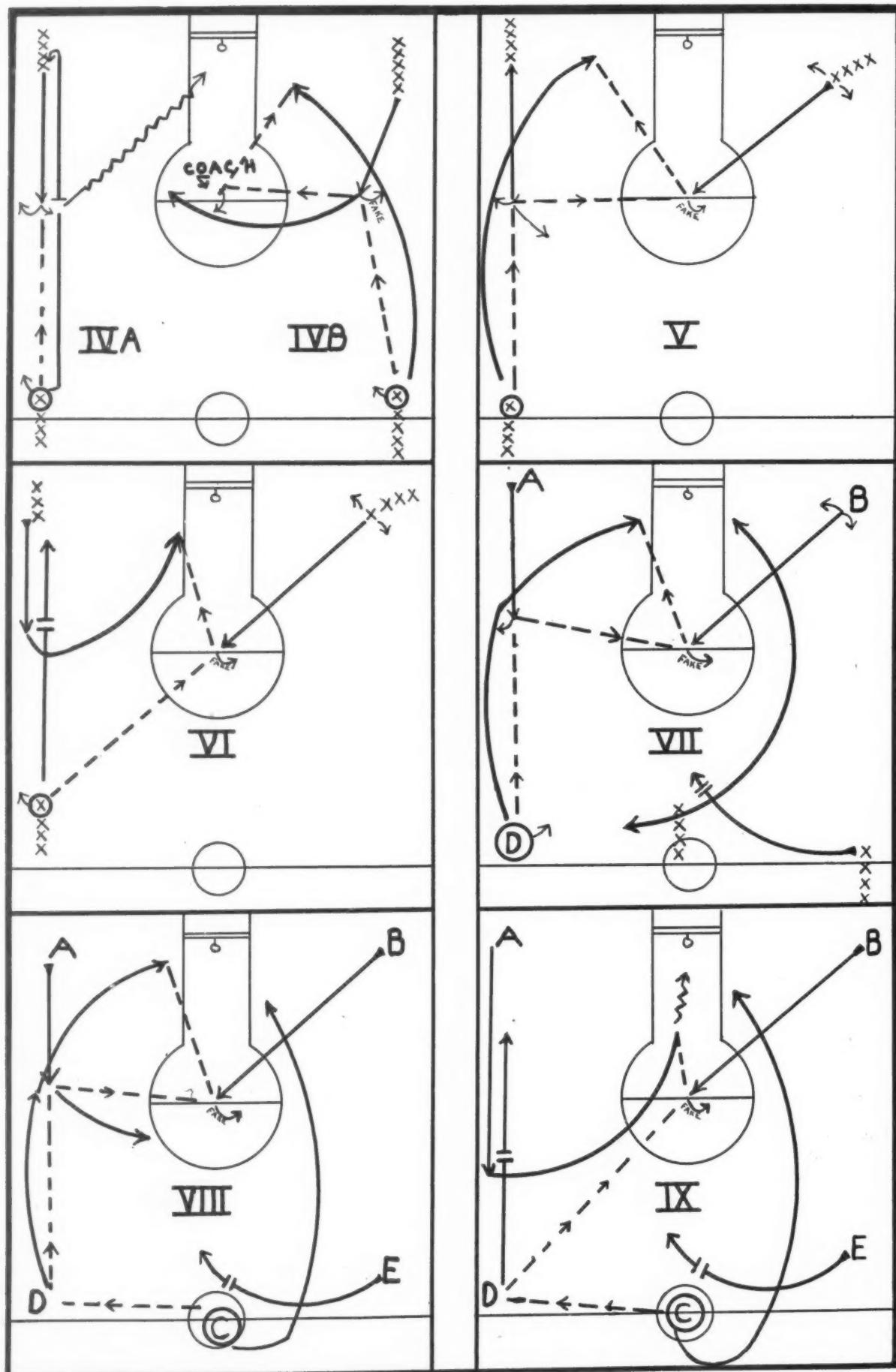
fense to a score you must be able to perform this action which is a pivot." Do not spend a week teaching all men all of the various ways of pivoting. It is a waste of time. As you teach a play drill the candidates for each position in the particular pivot or pivots needed in executing that play. All of the fundamentals necessary will be learned in the shortest possible time. A greater degree of smoothness in performance and perfection in timing will be secured. The objective, a score, should then result more frequently when the play is used in a game. The evolution of a simple play wherein all necessary fundamentals for its execution are taught is given in the diagrams on the next page.

Figures IVA and IVB show early practice formations involving drill in passing, faking, blocking, dribbling, cutting, and general handling of the ball. IVA and IVB can be alternated from one side of the floor to the other. With the addition of the third man in figure V drill in timing begins. Figure VI is a variation of figure V wherein the pass goes to the man on the free-throw line rather than to the man breaking up the side. Notice that here we have a further development of the

block and cut used in figure IVA. In figure VII candidates for positions A, B, and D have been selected and work on all five positions has commenced. The new men, however, do not take part in handling the ball yet, but concentrate on timing their block and cut. In figure VIII we have the complete play developed through IVB (used on the left side of the floor) V and VII. In figure IX we have the alternate play developed through IVA, VI and VII. It will be noticed in both VIII and IX that C, cutting fast down the opposite side of the floor from that which the ball is travelling, has an absolutely clear field. The above principle is illustrated in figure III, also, where C is indicated as being the potential scorer. It would take an unusually clever double-checking defense to stop him and such a defense will invariably leave B or E open for a set shot. When used by a team well-drilled in timing and ball-handling that play is one of the most effective I have ever seen. The tighter the opposing man-for-man defense the better it seems to work.

In teaching this play through its various stages it is well to try the players against a stationary defense as soon as they have learned where they are to go and what they are to do. Next allow the defense to follow the play without making an attempt to break it up. When the offensive players have learned to sense the position of the defensive trailers then permit a few minutes of scrimmage, starting the play over again each time the defense gets possession of the ball.

The present trend in basketball coaching seems to be away from spending much time in scrimmage all over the floor where both teams are trying to score. A coach places defensive men in one half of the floor and drills his regulars on their offensive formations against them; or, he places his regulars on defense and runs another offensive team against them, if possible, using the formations



Evolution of a simple play

that the next opponents to be played will use. The advantages of half-floor scrimmage are obvious:

- (1) One phase of a game can be concentrated upon at a time;
- (2) Weaknesses in offensive and defensive play can be more easily discovered;
- (3) It is possible to give more drill on plays under game conditions;
- (4) Plays can be slightly altered, adapted to the individual players, and perfected;
- (5) Corrections are more easily made and remembered; and,
- (6) The other half of the floor can be used by squad members for free-throwing or other work.

With some coaches it has been the practice to spend the first month on fundamentals alone and then practically forget about them for the rest of the year while busy developing a system of offensive and defensive play. These same coaches have often been puzzled and sorely chagrined to discover late in the season that a player could not perform some of the simplest fundamentals. In all probability the fault was in the coaching. The first month had been wasted teaching the player too many things for which he had no immediate need. Consequently, he had forgotten them promptly.

Since all plays are not taught at once, all fundamentals are not needed in the beginning. They should be taught one or two at a time when occasion arises for their use as the system is developed during the season.

Don't have players practice a new thing too long the first time. Five or ten minutes each practice session at the beginning are enough. At first be content if the players get the idea of what they are supposed to do. Give the idea time to penetrate. Afterward, long practice will bring the proper speed and coordination provided, of course, that the individual players have the capacity.

Not all groups can be taught at the same rate of speed. Not all members of any one group can be taught at the same rate of speed. Usually, however, the slowest learners are soon weeded out by a process of natural selection. After the first week, which should be used for the most part in picking a squad and conditioning it as much as possible to indoor play, it is safe to say that the average group of players should be given no more than three or four new things each week. This plan will not give a coach a polished team at the beginning of the year. On the other hand there is little possibility

that his team will become stale nor that his team will reach peak form too soon since he always has something new to give the players.

#### CONSIDER JOHNNY JONESKI

That a coach should ever run out of new material to give his players may sound preposterous. It is from one standpoint; but, I'm thinking now of the boys who are being coached. Like sponges they can only soak up so much even if they are thrown into a sea of basketball information. No matter how much technical knowledge a coach may have, or how capable he is of imparting it, the capacity of his individual players for any given season remains the same. It is well to remember that the degree of difficulty in the play formations can never be greater than the highest point the intellect of the dumbest boy on the team can reach. For his sake make everything as simple as possible. What may seem as simple as the nose on one's face may be worse than fourth year Latin to Johnny Joneski. It is Johnny Joneski and not the coach who has to play the game.

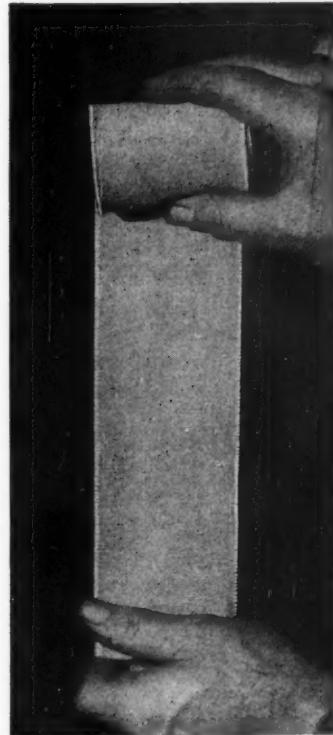
The question may be asked: "When has a player learned a fundamental?" The answer would be: "Only when the coordinated execution of the fundamental has become so habitual with him that he performs it automatically, without thought, in the right place during a game."

Too much practice is possible. Up to a certain point players improve rapidly with practice. They seem to get better each night. Then the law of diminishing returns begins to operate. Little or no progress is made. Staleness develops when the point is reached where improvement has stopped but practice continues. The players have arrived at a psychological impasse. They have reached the point of mental and physical stagnation. Again, the coach is probably the primary cause of the trouble. He has been trying to teach too much in too brief a time; or he has run out of new ideas to give his players; or he has failed to develop a high morale among them. The trouble, perhaps, is the result of all three things plus a great many other factors. Back of it all his theory of coaching has been wrong. He has been coaching basketball rather than boys.

#### WINTER'S TALE

Among the first stories that Chinese children are taught are the eight great examples of filial piety. One of them concerns a sick mother who expressed a wish for fresh carp. It being winter at the time, her little boy sat on the ice until he melted enough to obtain a fish.

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# DIET FOR THE BASKETBALL PLAYER

By DR. WILLIAM I. FISHBEIN  
and DR. MORRIS FISHBEIN, Editor of *Hygeia*

In hygiene it appears well established that muscular exercise gives a feeling of health. Too vigorous exercise, productive of over-fatigue, may be harmful. The kind and amount of exercise that anyone takes must be directly adjusted to his physical needs and abilities.

The type of diet that any athlete uses must also be adjusted to his needs and his ability to digest the food eaten. The digestion of food is favorably affected by muscular exercises. Just why is not certain or even apparent. Exercise increases the flow of blood to the digestive organs and promotes more complete absorption from the intestines. It also tends to relieve congestion, and probably, also, stimulates the movement of the intestine, known as peristalsis. Then, too, exercises that involve ample movement of the trunk are known to be of aid in the relief of constipation.

Basketball requires speed and endurance. Exercises of speed produces a rapid rise in the heart rate, an increase in the blood pressure and a definite increase in the expenditure of nervous energy. Consequently, the diet for the basketball player must contain foods which will supply fuel for energy, which will be digestible, which will not cause an excessive gain in weight and which will not put any great strain on the digestive organs.

The amount of food eaten will depend on the physique, weight, and the amount of energy to be expended by the player. Of course, the more muscular activity expended, the greater is the amount of fuel food needed. All foods may act as fuel foods but in varying extents.

Basketball playing may be classed as severe muscular activity; hence, the basketball player needs from three to five times the quantity of food required by a person of the same weight who is sedentary. A diet containing 3500 calories would, probably, be ample for

the basketball player in the colleges and high schools. The adolescent boy, in high school, may need even as much as 4000 calories of food daily, if he is engaging in some vigorous activity, such as basketball.

While the amount of food eaten is important, it is just as necessary that the diet be balanced, furnishing all of the vitamins and minerals required for health, enough proteins for rebuilding worn out tissues, enough starches, sugars and fats, to keep up the energy. The athlete does well to be sure that a quart of milk a day is included in the diet, that he has one serving of meat, an egg, at least two vegetables and one fruit, and a serving of cereal every day. In this way, he may be sure that the diet is properly balanced. After he eats these foods that are necessary, he can eat any additional foods that he wants in order to meet his energy needs.

There are no special foods which must, necessarily, be avoided during the training season, if those foods needed for good health are always included in the diet. When the foods required for keeping the diet balanced are eaten, there will not be sufficient appetite to consume many sweets, pastries and other articles of diet that are more or less indigestible.

In regard to the stimulants, such as tea or coffee, the same rule applies to the athlete as to the most sedentary individual. These beverages, in general, are allowed in moderation, but, in any individual case may be found definitely harmful. Of course, an abundance of water should be drunk daily, because it is necessary for the ordinary maintenance of the body functions.

In regard to the diet to be eaten on the day of a game there are certain experiments which are of interest. Some tests, made on marathon runners who competed in a race, showed that the runners had less sugar in the blood following the race than was normal.

The following year, during the training season, these runners were put on a diet high in carbohydrate foods, such as cereals and bread. In addition, they were advised to take a large amount of carbohydrate food twenty-four hours before the race. Some of the runners were also advised to take some glucose candy, from time to time, while running. Glucose is a form of sugar quite easily utilized by the body. In fact, all other sugars are converted into glucose in the body. That year, following the race, it was found that the amount of blood sugar was normal. There also seemed to be a marked improvement in the general physical condition of the runners, and, in a number of instances, the running time was faster than in the year previous.

These experiments seem to bring out the fact that, during severe and strenuous exercise, the sugar reserve in the body is used up, and that the exhaustion and fatigue following the exercise may be the result of the lowered sugar content of the blood and tissues.

The basketball player, therefore, would do well to include plenty of carbohydrate food, such as bread, cereals, potato, and a moderate quantity of sweets in his diet the day before the game. On the day of the game, the diet should contain these foods because of the ease with which they are digested. Of course, no wise athlete will consume food less than four hours before he is to participate in a strenuous game. At the end of four hours most foods have left the stomach.

The participant in basketball usually has a type of physique somewhat different from that of football players. He is usually more lithe; better suited for sudden bursts of speed than for prolonged, slow expenditure of energy. Nevertheless there need be little difference in the type of diet employed by those participating in these two sports. Both require food furnishing those elements needed for a balanced diet, with enough additional food to keep up the body's energy and to prevent loss in weight.

The girl who plays basketball must have in mind the same considerations that have been mentioned for boys and for men.

The modern girl does not want to become over weight. However, she should not be subjected to such loss of weight through exercise without proper diet that she becomes the sub-

(Concluded on page 28)



NEEDS THREE TO FIVE TIMES MORE

## Out of the huddle

In Indiana, where basketball is king, the game pays nice financial dividends. Admissions for the sectional, regional and final tournaments in 1932, totalled \$157,110.92, a decrease of only \$21,000 from the previous year.

The two-day final round of the tournament at the Butler University field house in Indianapolis took in \$39,760.50.

More athletes are hurt in practice than in actual games! This is the discovery of a survey of more than 800 schools conducted by the Indiana High School Athletic Association.

According to the report, football is the most dangerous sport. A total of 963 football injuries were recorded, although only 100 schools with 5,091 players participated. Basketball, with 767 teams and 5,130 individual players, showed 594 injuries.

Arthur Trester, secretary of the Indiana association, gives the following reasons why practice injuries out-number those received in games:

- (1) More players take part in practice games, and there are more practices than games.
- (2) Players in practice usually have less training than those in games.
- (3) Players in practice are not as well equipped as those in games since the best equipment is given to the regulars.
- (4) Competition is not fair in practice, since second and third team players compete against the regulars.

Between the halves of the Pekin-Streator (Ill.) high school football game, the annual cross country race is staged. The race takes place at the Pekin Community high school football field with both the beginning and the end of the race in the stadium.

Through the work of Principal E. R. Hester and Athletic Director, R. A. Hassel, Jr., the Arcadia, La., High School will accept farm products as gate admission to the school's football games. A basket of eggs may be exchanged for a football ticket.

A sack of potatoes, onions or beans will be accepted, as well as canned fruits, chickens, peanuts, corn, fresh greens, or anything edible. The farm products accepted for gate admissions will be used in the school cafeteria, and if the school authorities have a full house, they will distribute the surplus products to the needy of the community.

Maybe it is just another sign of the times, but every member of the football team at Fordyce, Ark., High School dyed his hair a vivid red in keeping with the school's nickname—"The Redbugs."

It will be recalled that last season some school team in New York state, not wanting to wear stockings, had the legs of all its players painted red.

—MAURICE DAVIS

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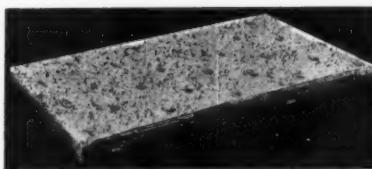
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conforms in size, weight and shape to the specifications as decided upon by the Football Rules Committee. Made of the highest quality pebbled grain cowhide especially tanned for this purpose. Double lining of highest grade fabric; equipped with an improved type of valve bladder easily inflated. Each ball is inspected at the factory by a representative of the National Federation.

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# KICK IT WHERE YOU WANT IT

A Book Review  
By JACK LIPPERT

**I**N the future, when we go kicking a football, it will be with a little more purpose and pleasure. The full significance of the term "educated toe," as the newspaper boys call it, we had never fully appreciated, possessor that we are of a more or less untutored toe, until we had plunged our way through the new book *Kicking the American Football* which Leroy N. Mills, an oracle of information on the art and science of applying pedal power to prolate spheriods, has written and the firm of G. P. Putnam's Sons has published.

The fact that the ball rugbyists play with is in the shape of what the rules call a prolate spheriod, makes the problem of dealing with this ball with feet or hands a unique one in the realm of ball games. Mr. Mills has studied this problem with clinical thoroughness, and for many years has applied his findings to his teaching and training of the Mt. Vernon, N. Y. High School kickers, and the kickers and would-be kickers of a number of colleges that have been fortunate to have Mr. Mills as "guest coach" for an afternoon or so, on behalf of better tuned and timed kickers.

No coach will deny Mr. Mill's statement that the ability to place a kicked football almost *exactly* where you want it to land is an important and extremely valuable asset. Your answer to this might well be: "Yes, Mr. Mills, I quite agree with you about the desirability of kicking footballs with precision and accuracy, but the desire is one thing and developing such kicking-marksmen is another."

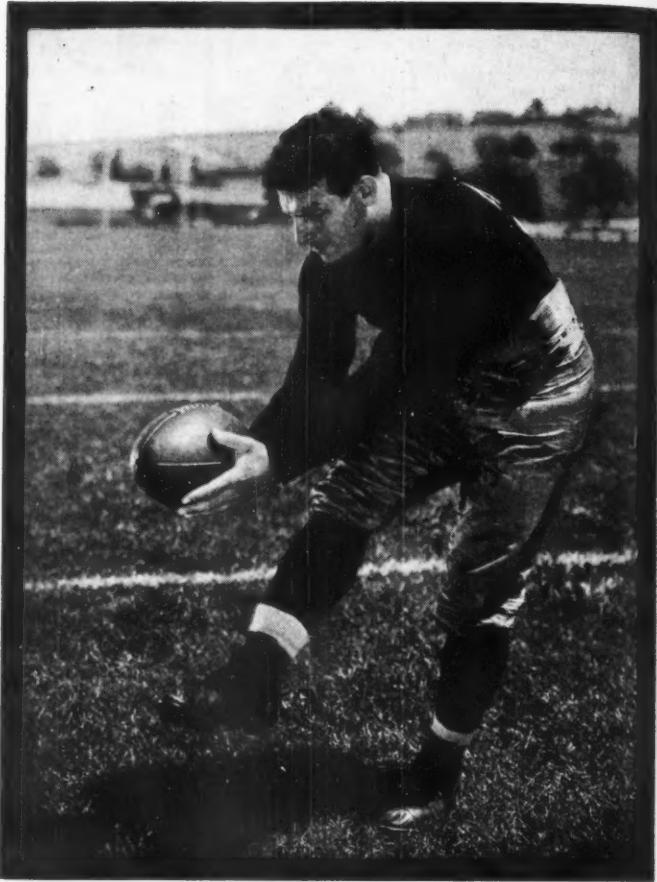
Mr. Mills replies that such kickers are made, not born, and that you can make them if your material is normal, and you will work with them long enough, and they will work with you long enough.

"The method to which I have devoted a good many years of study is simple," he writes. "Also, very probably, it is so simple as to be almost incredible."

#### A WEAPON OF ATTACK

In the first place Mills wants you to know his attitude toward kicking, especially punting: He believes in the punt as a weapon of attack, and gives it equal rating with the running and passing attacks in any system of play. And by this he does not mean that the punt is only valuable on attack as a direct ground-gainer (such as when your punter can out-punt their punter), but he sees it an instrument of surprise, a morale-upsetter against the opposition and a morale-builder for your own team. Mills feels sorry for

CARIDEO  
PUNTING



the team so ill advised that they punt only on third and fourth downs when their running and passing have failed. Such tactics, purely defensive in character, even though the punter is capable, are manifestations of a weak and poorly planned strategy.

"What is most often encountered in football is purely defensive kicking: i.e., kicking because you have to kick. \* \* \* Here, then, all element of doubt is removed. The receiving side very often is able to put an extra man back with the punt receiver, and the down-field men—the ends and whoever else was able to get down under the kick—have a great deal more of a burden thrust upon them.

"Then there is what is ordinarily termed offensive kicking, which is so similar . . . as to be almost a counterpart. It is generally started because of a team's belief that it has a longer punter than the other team, and that, granted any sort of luck in the matter, the exchanging of punts will eventually result in a gain. But this is really defensive kicking, just as the first is; both these types of kicking games admit at the outset the inability of the team to hold the ball. Both, of course, have their results. \* \* \* But it is, to my mind, a terrific waste. It is a trust in a prayer and a pair of ends, for this

type of kicking can be stopped altogether by one good back on the opposing side."

In the Mills system of teaching boys to kick accurately, the fundamentals stressed are: Balance, Aiming and Holding the Ball, Timing, Eye-on-the-Ball and Follow-through. And of these, Mills says, balance is the all-important single element without which it would be impossible to do any real work with the others.

In bringing all these fundamentals into coordinated action, after the coach has shown the boy how to hold the ball, how to let it drop to his foot so that it fits the instep for type of kick desired (end-over-end or spiral), the boy should punt only short distances at first, starting with punts of only five-yards carry through the air. He should always aim at a mark, and when he begins sending the short punts to their mark in good form, he should then increase his distance.

Mills make an interesting observation regarding distance. He says that the distance of the kick is determined, not by excessive force, but by the length of the follow-through, which is itself determined by the ability to depress the toe properly. "A 30-yard punt requires just about half a fol-

(Concluded on page 31)

## Canadian Football

(Continued from page 14)

on the goal line and there is no end zone.

Of course, these distinctions in the two fields are not in effect just to be different; there are reasons. In the Canadian game, end runs and lateral passes are frequently employed and the wider field adds to their possibilities as ground gainers. The added area, behind the goal posts, is essential because an attacking team can gain one point upon kicking the ball beyond the last line (dead line) or upon forcing a defending player to "rouge" behind his own goal posts.

But even this extra seventy-five feet may not be required in the near future for there is a growing opposition to both the deadline kick and the rouge. The former is objectionable because there is no defense against it; the attacking team, from even the 40-yard line, simply boots the ball to the boundary and a point is recorded. The rouge is not quite so objectionable, but it compels a defender to catch the ball behind his own goal and, if he fails and the opponents recover, then a touchdown is the reward.

The Canadian rugby team has one more player than the United States football eleven and while the players are placed similarly, the names of the positions are different.

The opening kickoff is made at the centre of the field and the captain of the visiting team has the choice of goal or kick. Immediately following the kickoff, the receiver may kick or run as he chooses but is denied the interference permitted in football, for, in rugby, interference is legalized only in an area three yards in advance of the scrimmage line—and nowhere else. Canadians believe this limitation encourages passing, reduces injuries and makes a runner less a cog in a machine and more a self-reliant, free-moving individual.

When the attacking team begins scrummaging, the team not in possession must remain three feet away from the ball, and the attackers must advance ten yards in three downs or lose possession. The fewer number of downs tends to make rugby more open, for the gains per scrimmage must be greater than when four chances are offered; it also increases kicking and the ball passes more frequently from one team to the other.

In Canada all schools and colleges play rugby. There are many non-college, independent, league or city teams, playing first class rugby, and these occupy as prominent a part in the public sports life as do the college teams, if not more so.

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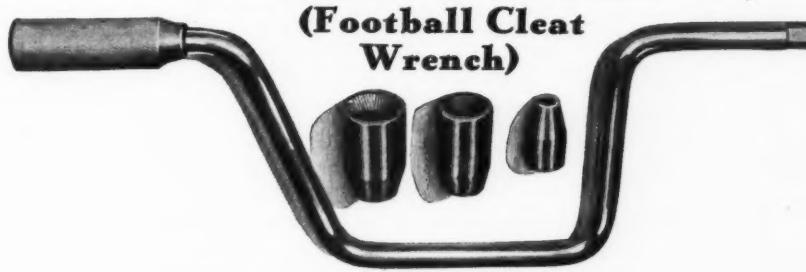
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## Field Tactics & Generalship

By DICK HANLEY

(Continued from page 11)

progress along the lines of smart football. Once our squad is mentally alert, then, our field general has a chance for success.

Some coaches in their eagerness to have the squad perfect the fundamentals and gain the proper knowledge of offensive and defensive maneuvers are apt to neglect the training of the field general until shortly before he is ready to lead his team into a game. Then, we burden him with such a list of do's and don'ts that he is quite apt to forget the most simple and basic of his duties. Field leaders should be schooled from the opening day of practice. Indeed, I believe it important to prepare strategy guides and hints to my quarterbacks with a list of our offensive plays and maneuvers so that they may study these during the summer months preceding the football season. There is a great deal of difference, however, between studying these hints and actually employing them upon the field. Therefore I feel that it is better to have my quarter-

backs make their natural mistakes in team scrimmages and practice games than to wait until their first big game to let them get the first true experiences of leadership.

The first tip that we give our quarterbacks is the importance of personal ty—the natural qualifications along lines of leadership and how they may best be developed and the decisiveness of voice. We advise them that they must command the respect, if not the admiration, of the entire squad. We also stress that the tone of voice can encourage the team immeasurably.

If the quarterback is to be our safety man, the position that the quarterback usually fills, we make him understand how necessary it is for him to be able to catch punts and defend against long forward passes. We advise him that he is our safety in more than name only and as a result must be a sure tackler. If he possesses special ability such as being able to kick, pass or carry the ball, these qualifications make him of even greater value.

The first instruction to the quarterback in regard to directing the team is with regard to the kicking game. He must understand that deep in our own territory it is advisable to kick his way out of difficulty unless there is

some particular reason for not doing so, such as a wind being against him or the fact that the opponent may be particularly strong offensively and weak defensively. Despite these conditions, however, deep in our own territory, he must never wait longer than the third down to kick. He must know what a good kicking position is and how to maneuver his team in such fashion that he gains this position. He must be taught that it is dangerous to kick close to the sidelines since there is a chance that the ball may go out of bounds and gain him little or nothing. He must understand it is more dangerous to kick from the right sideline than from the left. He must know how to use the surprise kick when the opponents' secondary defense has been drawn up closely to guard against the running play. He must also know that his kicker should be saved on the play immediately preceding the down upon which he intends to kick. He must know that it is better to slow up his cadence in order to steady the team for a while before he wants to kick, particularly if he has made the mistake of waiting until the fourth down. If he understands the above and makes correct use of this kicking game he will find that he will save his team a great deal of unnecessary abuse and

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will put his opponent in many a tight spot.

In addition to the rules of the kicking game we start our quarterback out with a few other fundamentals. The first of these is that the quarterback must know the tactical situation at all times. Second, he must avoid plays that call for intricate ball-handling deep in his own territory. Third, he must not pass in the opponents' scoring zone when the running attack is progressing. Fourth, he must be boss of the situation at all times, particularly if the team is using the huddle. Fifth, he must be observant and have the ability to see what the opponents' defensive formation happens to be and how it may be best met. Sixth, he must be willing to gamble intelligently if his team is losing. And finally, he must be calm and confident. These are the basic rules of quarterback strategy.

The quarterback must fully understand the value of his basic offensive plays. He must understand that repeated use of these plays will force the defense to shift its defensive formation. He is then ready to use the check plays (plays which look like the basic plays but actually hit another spot).

There are a few observations in regard to the opponents' defense that the quarterback must make if he is to use his offense intelligently. First: to know whether the ends are smashing, waiting, or coming in at right angles. Use in-and-out plays against the smasher, cutbacks and inside plays against the waiting or conservative end. Second: is the tackle smashing, drifting or waiting? Against the first use cross-blocking, direct smashes or in-and-out plays. If they drift, cutbacks should work. Against waiting tackles any strong play should work. Third: are the guards and center in or out, floating or set? Can they be used against the passing attack, are they easily pulled out of position? This knowledge governs the type of play that can be used over the middle—bucks, spinners, fake passes and mouse-trappers. Fourth: does the line charge or wait, do they rush the passer and kicker; can they vary their defensive tactics? Fifth: do the backs come up very quickly to reinforce the line on apparent running plays? Delayed or reverse passes will be successful or at least slow up the defensive backs. Sixth: who is making the tackles? Watch the tackler and find out where he lines up. Utilize the rest periods to determine why he is not being handled.

If the quarterback can make these observations intelligently he can vary his attack successfully. A little encouragement will materially aid in

making him an accurate observer and a real field strategist. Make him see that in the use of certain plays that do not always gain a great amount of ground he is making his strong plays more effective. Try to promote his confidence in himself and his teammates' confidence in him. He should feel that the game is a strategic battle between himself and the opposing leader. By all means have him mix up his attack and use plays which are unexpected by the defense. He must not be entirely dependent on the coach's judgment. Permit him to use his own good judgment.

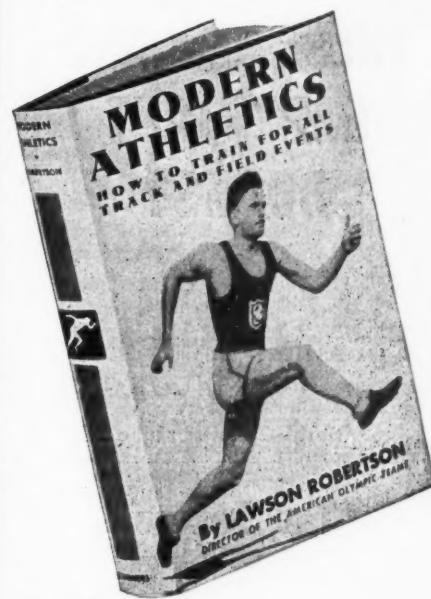
The difficult task for most quarterbacks is proper sequence of plays. When first illustrating a play, the entire team and particularly the quarterback, should be impressed with the reasons why it will work well against certain types of teams and not gain ground against others. Then, as you give them additional plays, show them the correlation between the first play and those that follow. Your quarterbacks must know that the continual use of one play will make another play strong, and that the original play will continue to gain until the defense is adjusted to stop it. I have seen a number of quarterbacks too conscious of the fact that good field generals vary their attack, abandon a successful attack and substitute other plays.

The proper sequence of plays is usually determined by the defensive tactics of the opponents, and for this reason, the offense, if proving successful, should be confined to a minimum of plays by the quarterback. This should be especially true during the first half of any game to prevent the opposing coach from planning an adequate defense for the remainder of the game.

The strength of any play depends on when it is used, so consequently, insist that your quarterback, in signal drill and practice scrimmage, plan a logical sequence of basic and check plays, and get the most out of his attack without using more than five or six plays. Naturally he will make mistakes and may become frantic in his effort to make the limited attack progress. He will probably use his backs when they cannot gain. He may fall into the rut of a bucking game and fail to pass when the defensive backs rush up to reinforce the line. He may try to smash off tackle against smashing ends and tackles when he should run around them, or to attempt reverses against a drifting line that is ripe for a fake reverse attack. He may fail to get his plays off and he may be too deliberate when he has a team on the run and thus permit them to reorganize. He may

(Concluded on page 30)

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## NAT HOLMAN'S QUESTION BOX

*The following are excerpts from the basketball problems appearing in Nat Holman's forthcoming book "Winning Basketball." (Scribner).*

Q. What style of game would you play on a slippery floor?

A. Use a delayed offense. A quick-breaking system with its snappy passing and sharp breaks in direction is extremely difficult under such conditions. The constant slipping and sliding is certain to hinder the attack in getting started. Once within the scoring zone the ball should be passed about deliberately while the players work for an opening or a shot. I think it is advisable, on such a floor, to keep one man in the back-court as a defensive measure since sudden changes in the possession of the ball are almost inevitable.

Q. What system of attack do you advise to penetrate the zone defense?

A. I recommend the delayed offense in preference to the fast-passing attack. Send two men into one side of the zone and a third man into the other. Have the passer come up as close as possible to the front line of the zone defense and shoot short, fast passes to his team-mates inside. Long passes are fatal for an interception is almost certain; a short bounce pass through the line is most effective. Keep your best shot out in the mid-court to await a return pass from within the zone when the defense closes in to smother the ball. He can then set himself for a shot without any opposition. If your team gets a seven-point lead, have them hold the ball back until the defense moves out to get them; under the new rules that would have to be within the scoring half of the court.

Q. What is the best method of breaking up the center tap when you are being constantly out-jumped?

A. At the beginning of the game have both forwards drive in hard and high off the ground to break up side-tap balls. One guard should be assigned to break up the back taps by cutting right behind the center as soon as the ball goes up. This will necessarily entail a switch between forward and guard. The alternative solution to the problem is to have two forwards and two guards plant themselves at four strategic points on the court, in what is commonly known as the "unbalanced formation." One man in front and another directly in back of the center, a third player at his left and a fourth at his right. The player stationed behind the center is there to break up possible back taps, while the one in front must be ready to intercept direct taps. The men on the sides move in whichever direction the ball is tapped. If your opponents use a big forward to receive a fast side tap, you must counteract the maneuver by placing your biggest man on that side of the court to compete for the ball.

Q. What style of game would you use if the score were tied with three minutes to play?

A. Try to gain possession of the ball, then work for a sure basket through a lay-up or short shot. By dint of hard and fast cutting, feinting, reversing and dribbling, try to provoke your opponents into fouling you. If you

do lose possession of the ball, play as tight a defense as possible but let each man make a particular point of avoiding fouling. Above all, do not take long shots even if you have plenty of room.

Q. What should the practice consist of the day before a game?

A. Give your team a drill on signals, foul shooting, practice of held-ball and out-of-bounds plays, pivot play drills, drills on penetrating the zone defense. These drills are quite short in duration and the entire squad participates in them.

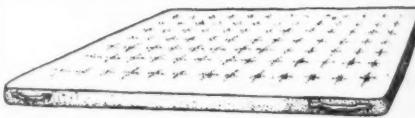
Q. Do you think it safe to relax on the defense after you have lost possession of the ball?

A. Return to your defensive position as soon as possible after the ball changes hands, and rest easily until the offense arrives. Relax physically but never mentally. These moments of rest are of greatest importance to a player, and he must make use of them if he wishes to retain his speed throughout a game.

Q. What is the proper method of covering a shooter after a long shot?

A. Do not turn your head to follow the flight of the ball. Make a quarter turn and work in towards the basket with him, but always keep yourself between the shooter and his basket.

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# SPEED AND SKILL IN SWIMMING

By ROBERT J. H. KIPHUTH

*Mr. Kiphuth is swimming coach at Yale, and of the American Olympic men's team.*

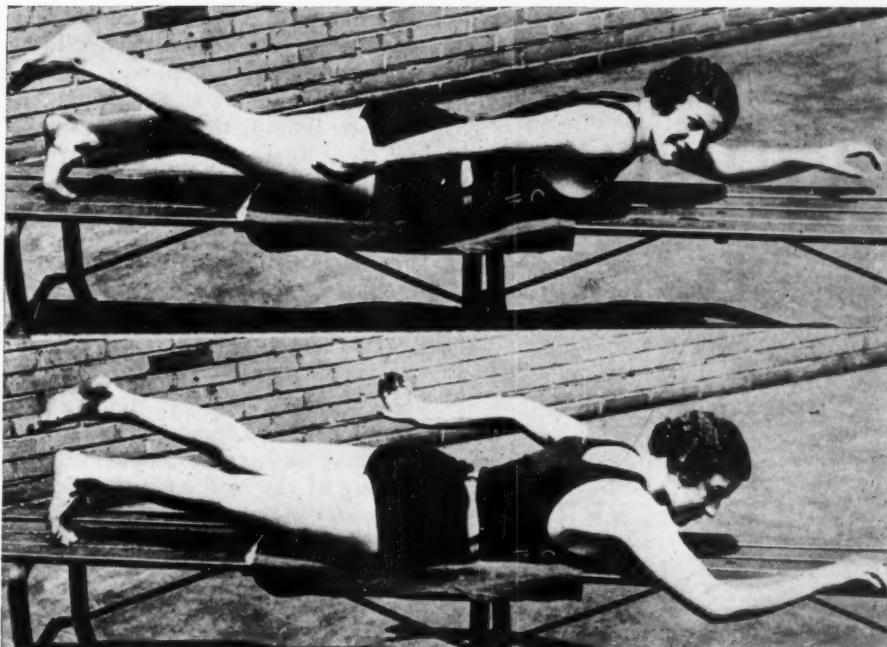
FROM the standpoint of all-round skill and speed let us consider the factors that might be of help in determining the make-up of a good swimmer. Mechanically, the swimmer should have more than average amount of flexibility in the shoulder girdle and in the joints of the leg. Free motion in the shoulder joint facilitates easy recovery of the arms without affecting the even position of the body; freedom of motion in the hips, knees and ankles make possible maximum propulsion from the driving of the legs.

The most universally used stroke of today is the crawl stroke (called variously Australian crawl, free style) and in this type of swimming the body position in the water is face down and as nearly on the surface as possible. Propulsion is derived from alternate over-arm action with alternate driving up and down of the legs. This action falls into an absolute rhythm of 4, 6, 8, or 10 downward beats of the legs to a full cycle of the arms, right and left. With men a six-beat crawl is almost universal whereas women frequently use the eight-beat kick. The body should be held in such a position that the water line comes just above the eyes and the trunk and hips correspondingly high. If the hips are low then too much resistance results. As far as possible the shoulders should be kept parallel with the surface of the water. The hand, forearm and arms should catch well forward of the trunk in a line with the shoulders and should not cross the middle line of the body nor catch outside the shoulder line. The arms should not be sliced into the water near the head but the hands should be placed and immediately start the pull at the farthest point of the reach. Accent should be placed on the pressure of the palms and forearm and the hands and arms should continue to push the water backward until the recovery is made. There should be no attempt at a bent elbow but emphasis should be placed on keeping the elbow straight with no diving down nor dropping of the shoulders.

#### THE JAPANESE CRAWL

There has been a noticeable tendency of late years in the American swimmers to bend the elbow too much in the arm pull and the Japanese particularly have noticed this fault and

THE JAPANESE NOTED A WEAKNESS  
IN OUR STYLE AND CORRECTED IT



THE STROKE MAY BE PRACTISED ON LAND . . . AFTER THE STRAIGHT ARM HAS PULLED THROUGH PAST THE THIGH, THE ELBOW IS BENT AND THE FOREARM CARRIED FORWARD UNTIL THE HAND COMES INTO POSITION NEAR THE SHOULDER. THEN THE ARM IS CARRIED FROM THIS POSITION TO AN EXTENDED POSITION OVERHEAD AND IS READY FOR ANOTHER CATCH AND PULL.

have made concerted effort to correct any such tendencies in their people. The success of the Japanese swimmers in the Olympics at Los Angeles testifies to the efficacy of their method.

The recovery of the arms is made in two movements. After the straight arm has pulled through past the thigh, the elbow is bent and the forearm is carried forward until the hand comes into position near the shoulder. Then the arm is carried from this flexed position to an extended position overhead and is ready for another catch and pull.

The action of the legs may be described as undulating: beating down and whipping up from the hips. The amount of bending in the knee and ankle will depend on the flexibility of the leg joints and no conscious motion need be taught. The power of the leg drive comes from the lower trunk muscles and the width of the kick will depend largely on the length of the legs and rhythm of the individual.

As the face is under water most of the time in crawl swimming, the breathing is an important factor. The breath may be taken in from either the right or left side depending on the natural inclination of the swimmer. Exhalation takes place through the nose, or nose and mouth, under water and inhalation through the mouth with a turning of the head to either the right or left side. Inhalation comes just

after the catch of one arm and the recovery of this movement should be effected with as little tipping or dropping of the shoulders as possible. Care should be taken that the head is turned and not lifted. For a beginner the breathing may be practiced in a basin of water as readily as though one were swimming. After inhaling, which takes but a fraction of a second, the face is turned down and exhalation immediately takes place so that the swimmer will be ready for the next inhalation. Holding the breath interferes with correct execution of the stroke and although some coaches advise this for added buoyancy it should be recommended for the skilled competitor only. If this latter action is used by the average swimmer it interferes greatly with the ease of the stroke. One breath is taken to every full cycle of the arms.

In developing the crawl the stroke may be broken up and practiced on land, and then in the water. The learner may be told to stand facing a mirror, bend at the hips so that the trunk is in the same position as it would be in the water, and move the arms as in the crawl, carefully watching the action of the arms and movement of the head in the breathing. This same action may be repeated standing in shallow water with, or without a mirror. The swimmer may

(Concluded on page 28)

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# SPEED, SKILL IN SWIMMING

*(Continued from page 27)*

By ROBERT J. H. KIPHUTH

then lie flat on the surface of the water with feet held by the instructor, and the action repeated with breathing. This same arm action may be next carried out moving in the water with the feet supported by a buoyant object. The kick may be practiced by lying face down on dry land, then executed in the water by holding onto the gutter of the pool or some other support. Finally the kicking practiced in the water with a moving support such as a board, polo ball or any other buoyant object.

In the back crawl pretty much the same rhythm, balance, and position applies as in the crawl (free style) except that the breathing is made easier because of the position with the face clear of the water. The action of the arms and legs is much the same in rhythm but the pull is from overhead, sideward and downward about six inches under the surface, finishing at the thigh. In the recovery the forearm is rotated inward with the thumb down and little finger up and the elbow is then bent so that the upper arm is easily recovered clear of the water and the arm is straightened out overhead for another catch. This stroke is one that can be easily used interchangeably with the crawl stroke. With but one exception all great backstrokers have been excellent free style swimmers.

One of the oldest, and up until recent years the most universal style of swimming, is the breast stroke. It has undergone quite a few changes in later years in rhythm and kick. In the old breast stroke the arms were pulled sideward from a fully extended position overhead and the legs drawn up

with a bent knee were kicked in a rounding, sweeping motion, outward and together. The action of the arms and legs was simultaneous so that a jumpy motion resulted. The aim in modern breast stroke is to distribute the pull of the arms and drive of the legs evenly in a smooth, gliding motion with as little break as possible. As in the crawl the entire body should be as nearly on the surface as possible. Exhalation takes place under water, as in the free style, and inhalation takes place as the arms are pulled backward, thereby causing a slight lift of the head.

In the pull the arms start from an overhead position near the surface of the water and simultaneously are drawn backward and slightly downward with straight elbows until they reach a position at right angles to the body. From here the recovery is made by bending the elbow, folding the arms inward, bringing the upper arm close to the body and slightly under and then extending the arms straight overhead ready for another stroke. This motion of recovery should be even and very rapid. As to the action of the legs I can do no better than to quote from the National Collegiate Athletic Association rule book. "The drive of the legs may be made with a rounded and outward sweep, a whip from the knees, or a thrust."

The concern in the breast stroke is to distribute propulsion as evenly as possible; as the arms pull the legs recover and as the legs recover the arms pull. The aids in developing this stroke, as well as in the backstroke, are about the same as outlined for the free style.

## DIET

*(Continued from page 20)*

ject of malnutrition and, associated therewith, loses her resistance to disease. There is evidence that too great loss of weight and too rigid dieting among adolescent girls, and particularly among those from the ages of 15 to 25, resulted in such loss of resistance that theirs was the only tuberculous rate that rose during the last five years.

The effects of training throw a severe burden on the nutrition of the body, and particularly on the heart and kidneys. Nutrition should be watched most carefully during all

sorts of athletic training, and any precipitous or extraordinary loss of weight should be combated by special attention to the diet.

No one needs to tell the basketball player that he should not smoke. There is no question but that basketball makes a terrific demand on the player's "wind," and that any irritant of the lungs or throat, even slight, may menace the player's ability. Even though there is no evidence that tobacco taken in moderation shortens life, there seems to be plenty of good evidence that it is not good training form for an athlete.

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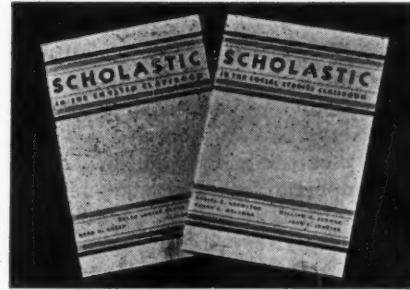
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## Field Tactics

By DICK HANLEY

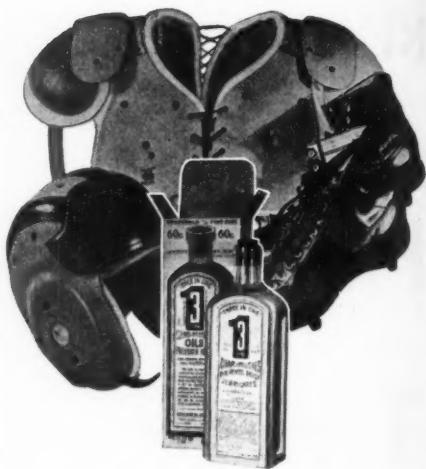
(Continued from page 24)

make many other tactical errors, but these errors can be corrected and he will gain the most valuable lesson of all quarterback experience—the handling of his team under stress.

During the early part of the rest period, it is best to take the quarterback aside from the other players and analyze the judgment shown in the first half. Be sure to mention a few things that he has done correctly to aid him in retaining his self-confidence. However, show him as calmly as possible that if certain tactics had been used or others utilized in a different manner, the various situations would have been improved. Point out his mistakes, praise his brilliant strokes. Perhaps he has passed too many times in the first half; or failed to utilize his kicking against a strong defensive team. Tell him that play should have been slowed down in his own territory and speeded up in his opponents, if such was the case; or that his over-anxiety or excitement nullified a scoring opportunity. Criticize him for waiting for fourth down to kick out of his own territory; taking unnecessary chances, etc. All these things should be brought to his attention. Whatever the mistakes have been, make him feel that you believe in him and his ability to lead the team. He is your personal representative on the field. Make him conscious of the fact that he is the team's leader on offense. Show him that he must always be calm, confident and courageous and his performance in the second half is sure to show improvement.

Instructions to the quarterback candidates can be given before the entire squad as such instruction tends to impart football sense to every squad member. Whenever corrections for tactical errors are to be made it is highly advisable to exclude all but the captain and the quarterbacks. Public rebuke is not conducive to self reliance or confidence, the prime essentials of leadership.

In conclusion, I want to stress the point that whenever possible in practice sessions, signal drills or practice scrimmages and games, the quarterbacks should be given the opportunity to direct the teams without direct coaching assistance. Give them the experience in practice to prepare them for the heat and stress of the games. Encourage them to use their good judgment in meeting the problems which arise. The situations that occur in the games cannot always be foreseen by the coach.



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## KICK IT WHERE YOU WANT IT

(Continued from page 22)

low-through and a depressing of the toe at this particular point. A 60-yard punt or more requires a complete follow-through by the normal punter, provided his time, balance and other fundamentals are normal . . . These results are not out of the reach of any normal boy if he is intelligent, likes the game and is not lazy."

There is only one way of aiming the ball correctly, Mills has concluded, and that is by holding it correctly. "The average punter holds the ball in as many different ways as he happens to get it, as far as a definite axis is concerned, and the ball after leaving his hand falls in as many different ways as it happens to leave his hands \* \* \* If the ball happens to leave the kicker's hands and falls in a different position each time, it will, of course, act differently at the other end of each kick \* \* \* It is axiomatic with a right-footed punter that the left hand will be withdrawn from the ball first because it has the longest radius extended, and that if the ball is not held so that the right hand alone is still controlling its position, it will begin to fall from the right hand each time in a different way. This must be cured. The fraction of an inch variance of this position of the ball at the kicker's end will mean many yards off direction at the other end of a punt and be fatal if a corner kick is attempted, say, to the 5-yard line.

"The only proper way is to hold it in the right hand evenly balanced with the lace up and bottom seam resting along the middle finger. The ball must rest so that it can balance alone in the right hand, the left hand then is placed over the further end of the ball just to steady it, and when the kick is carried through, the left hand comes off first, leaving the ball in the right hand with its original position unchanged and still pointing at the mark to be kicked at. (See photograph on page 24 showing Carideo punting.) The ball can be carried down until it synchronizes with the foot and is so placed on the foot that it can go on its accurate way rejoicing."

### FITS THE FOOT

In effect, the ball is delivered to the foot even more than the foot is delivered to the ball. The shorter the fall of the ball from hands to instep, the more perfect is its fit on the instep likely to be.

The photographs on the right, from the Mills book, show this "fit on the foot" clearly. The upper photo is for the end-over-end kick; the middle photo for a right spiral; and the lower

photo for a left spiral. (Applies to right-footed kickers.)

The sequel to every kick is the roll of the ball, and this sequel is in itself often the difference between defeat and victory. "The roll is really one of the exclusive advantages of an accurate kicking attack," says Mills. "The usual fourth down defensive punt is not intended to roll, as it is ordinarily kicked right into the hands of a receiver who is expected to catch it and be stopped as soon as possible by the kicker's ends. Its roll, when this does happen, is not great because of its high trajectory. On the other hand, an accurate kick with a low trajectory placed in the wide open spaces just begins to do its work after reaching the ground. There are many different kinds of rolls, but there are two main types—A, that which follows an end-over-end punt; and B, that which follows a spiral punt. In the case of A, the ball reaches the ground already revolving on its short axis and starts immediately on its roll without much loss of speed, direction or length of roll. B, the roll following the spiral, reaches the ground still spiraling on its long axis, and has to find its way back to an end-over-end position, revolving on its short axis. In this process it is delayed, apt to become untrue, its roll distance is shortened and its course is apt to be deflected by uneven ground and the angle in which it comes through the air, and many other things. This type of roll, however, if properly controlled, can be made to deflect right or left from the expected course, depending upon the angle which the kicker launches the ball in its flight. A ball can never roll straight ahead on the ground on its long axis. I do not advise attempting to kick out of bounds by deflecting the roll, as it is much more accurate and easier to roll the ball directly out of bounds without any deflection. The former method is very apt to tempt the kicker to try stunt work against the simpler and safer methods. The speed and distance of the roll is determined by a number of factors, namely: (1) the trajectory of the kick—the lower and the quicker, the longer the roll; and (2) the less angle there is to the ball on reaching the ground, the straighter, quicker and longer the roll will be; and (3) the best rolling kick is either the quick end-over-end 35-yard carry or a straight spiral. A rapid kick with a low trajectory is apt to have as long or longer roll after striking the ground as the distance it has covered in the air."



END OVER END

RIGHT SPIRAL

LEFT SPIRAL

## THE TWO-COURT GIRLS' GAME

(Continued from page 12)

By ALICE W. FRYMIR

of the players must be immediate, so that they make a quick break to get set as soon as an offensive guard secures the ball; otherwise the ball will have reached the offensive forwards. The defensive players must watch the ball as they run to their positions for possible opportunities of intercepting it if a pass is attempted.

Diagram II shows how the defense moves for an interception to the right side of the court. (Broken lines indicate path of ball; solid lines path of player). Note that one pass has been made to Number 4 without any attempt by the defense (defensive players indicated by numbers in squares) to recover it. This is as it should be because it would have been impossible for either Number 2 or 3 to intercept the ball. If either had allowed themselves to be drawn out the second pass could easily have been made through the gap if Numbers 4 and 5 on defense had not been on their toes to intercept in their respective

areas. It is important that Defensive Players Numbers 4 and 5 stand far enough in back of the center line to allow movement forward for interception.

If the offensive guards are successful in getting the ball through the defensive line to their forwards the defensive guards must then change their tactics and resort to the player-to-player tactics. They should remember that the best court position to assume is between the opposing player and the basket.

The set defense cannot be mastered in a short time. The players at first will be slow in getting to their positions. The set defense should make a team more alert, each player more resourceful and should lessen the strenuous work of the guards and at the same time not overtax the forwards. It should help to a great extent in eliminating the bunching so often felt to be a characteristic of the girls' game.

### MISS FRYMIR'S COLUMN

Alice W. Frymir is Women's Editorial Director for Scholastic Coach

#### NEWS NOTES

Last year Miss C. Belle Myers of the physical education department of Western High School, Washington, D. C., planned and started a major course in physical education for girls who are especially interested in this type of work, girls who expect to major in this field in college.

The regular physical education classes in the high school are required for five semesters with no specific credit. For the major work, which extends over two semesters, one whole credit is allowed for each semester. The time allotment is one hour a day throughout the semester. This credit has an equal value to credit given for other subjects in the curriculum—Latin, French, etc.

Before any girl is admitted to the major class she must pass a thorough medical examination. Throughout the semester a careful checkup is made on the improvement in health, and in this Miss Myers said she had the whole-hearted cooperation of the parents. The result was that a noticeable improvement was made by each of the thirty girls who comprised this group.

The theory and practice of sports, gymnastics, skill tests, first-aid, physiology and hygiene were included in the program. Leadership was emphasized throughout the semester and the girls had the opportunity to plan lessons and teach in the regular physical education class periods. Miss Myers stated that this group was the outstanding dependable group in school by the consensus of opinion of the other faculty members.

On Friday evening, Oct. 14, Oscar Wittrup was the first speaker on the weekly lecture demonstration on the dance at the New School for Social Research, in New York City. He demonstrated, with the assistance of a group, the method of physical education developed in Denmark by Nils Bukh. This will be the first of five meetings to be devoted to expositions of as many different systems of physical education and their theories as to the production of movement. These five evenings will constitute the first section of the New School's dance series, the title of which is "The Contemporary Dance: Its Mechanics and Its Art."

Physical Education Facts from "Progress in Physical Education, 1930-1932," by Marie M. Ready, associate specialist in physical education, United States Department of Interior, which appeared in "School Life," Sept. 1932:

More than 2,500,000 children attend camps annually.

The median salary of all ranks of physical education teachers in land-grant colleges and universities, male and female, is \$3,073.

Salaries of directors of physical and health education in city public schools in 78 large cities range from \$1,300 to \$9,000.

Grade teacher certification requirements in fourteen states include some training in physical education.

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- "The Three Essentials of Better Golf" by Stewart Maiden (Courtesy Hillerich & Bradsby Co.).

- "MacGregor Rule and Score Book" (Courtesy The Crawford MacGregor and Canby Co.).

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